Topic #5: Socialization

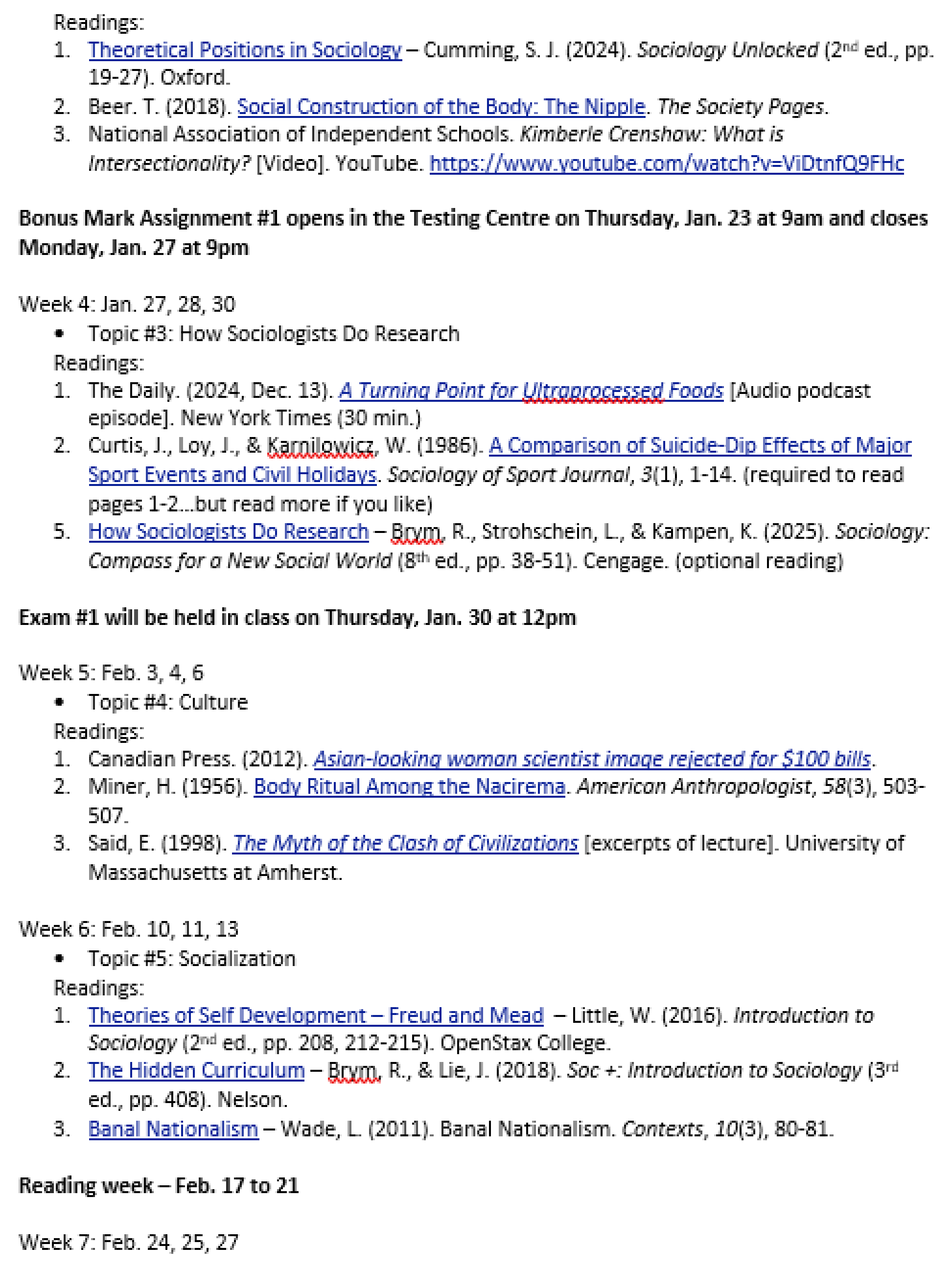
- **What does it mean to be human?**
- **Agents of Socialization**
- **“Normal” Socialization**
- **Resocialization**
- **Adult Socialization**

Topic #5: Socialization

Readings for topic #5:

1. Theories of Self Development – Freud and Mead
   by Little
2. The Hidden Curriculum by Brym & Lie
3. Banal Nationalism by Wade

The complete citations are available on the course outline, via Moodle



Readings:
1. Theoretical Positions in Sociology – Cumming, S. J. (2024). *Sociology Unlocked* (2nd ed., pp. 19-27). Oxford.
2. Beer. T. (2018). Social Construction of the Body: The Nipple. *The Society Pages*.
3. National Association of Independent Schools. *Kimberle Crenshaw: What is Intersectionality?* [Video]. YouTube. https://www.youtube.com/watch?v=ViDtnfQ9FHc

Bonus Mark Assignment #1 opens in the Testing Centre on Thursday, Jan. 23 at 9am and closes Monday, Jan. 27 at 9pm

Week 4: Jan. 27, 28, 30
- Topic #3: How Sociologists Do Research

Readings:
1. The Daily. (2024, Dec. 13). *A Turning Point for Ultraprocessed Foods* [Audio podcast episode]. New York Times (30 min.)
2. Curtis, J., Loy, J., & Karnilowicz, W. (1986). A Comparison of Suicide-Dip Effects of Major Sport Events and Civil Holidays. *Sociology of Sport Journal*, *3*(1), 1-14. (required to read pages 1-2…but read more if you like)
5. How Sociologists Do Research – Brym, R., Strohschein, L., & Kampen, K. (2025). *Sociology: Compass for a New Social World* (8th ed., pp. 38-51). Cengage. (optional reading)

Exam #1 will be held in class on Thursday, Jan. 30 at 12pm

Week 5: Feb. 3, 4, 6
- Topic #4: Culture

Readings:
1. Canadian Press. (2012). *Asian-looking woman scientist image rejected for $100 bills*.
2. Miner, H. (1956). Body Ritual Among the Nacirema. *American Anthropologist*, *58*(3), 503-507.
3. Said, E. (1998). *The Myth of the Clash of Civilizations* [excerpts of lecture]. University of Massachusetts at Amherst.

Week 6: Feb. 10, 11, 13
- Topic #5: Socialization

Readings:
1. Theories of Self Development – Freud and Mead – Little, W. (2016). *Introduction to Sociology* (2nd ed., pp. 208, 212-215). OpenStax College.
2. The Hidden Curriculum – Brym, R., & Lie, J. (2018). *Soc +: Introduction to Sociology* (3rd ed., pp. 408). Nelson.
3. Banal Nationalism – Wade, L. (2011). Banal Nationalism. *Contexts*, *10*(3), 80-81.

Reading week – Feb. 17 to 21

Week 7: Feb. 24, 25, 27

- **What does it mean to be human?**
- Without socialization, the potential "to be human" remains locked
- We can think of socialization as the process by which we learn our culture
  - Learning the skills, habits, ideas, meanings, etc. necessary for participating within a culture or society
  - Specific examples?
    - E.g., baby shark

An example we've discussed previously is a "double double"

I need a volunteer who has never heard of baby shark to read the following:

Baby shark, doo doo doo doo doo doo
Baby shark, doo doo doo doo doo doo
Baby shark, doo doo doo doo doo doo
Baby shark!

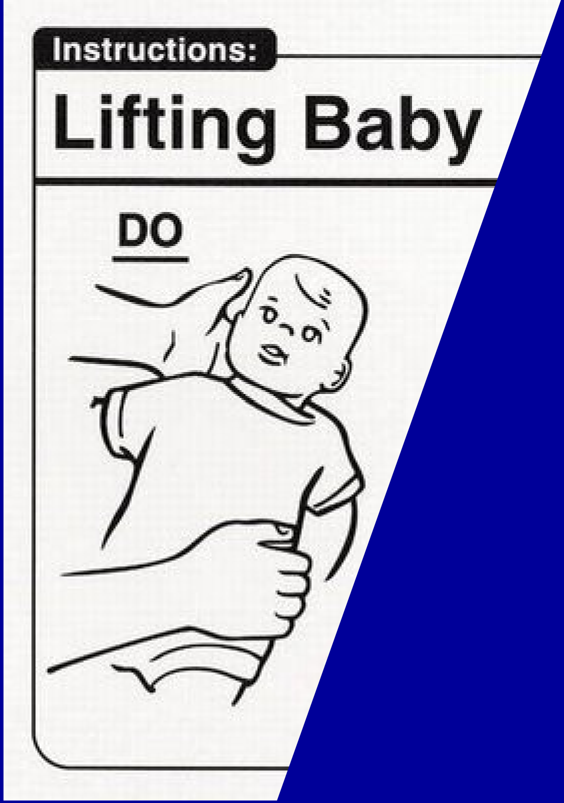
- **What does it mean to be human?**
- Without socialization, the potential “to be human” remains locked
- We can think of socialization as the process by which we learn our culture
  - Learning the skills, habits, ideas, meanings, etc. necessary for participating within a culture or society
  - Specific examples?
    - E.g., baby shark
    - E.g., learning to have a conversation

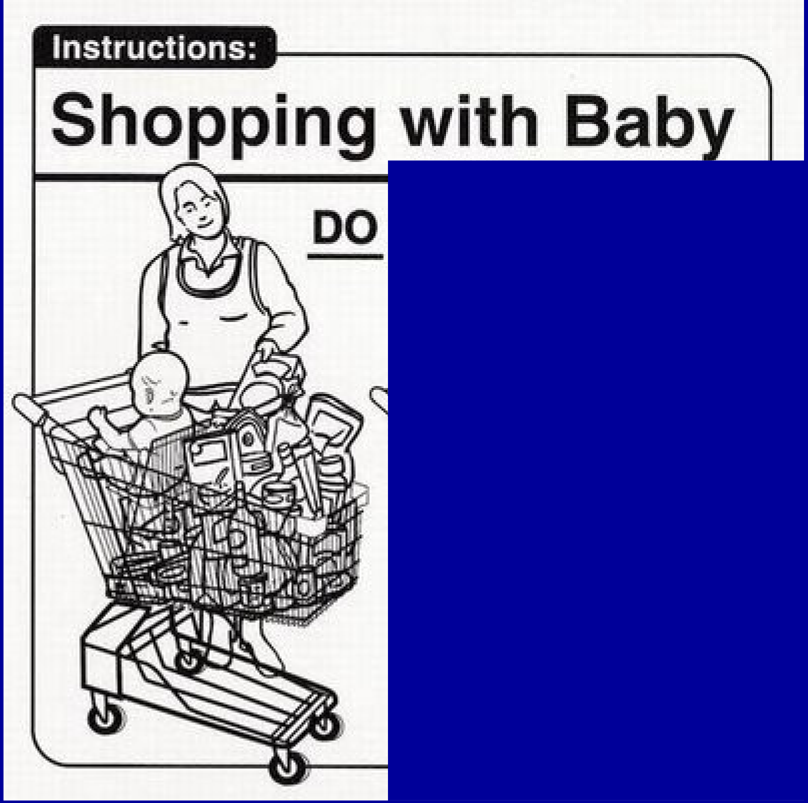
An example we’ve discussed previously is a “double double”

They’ve figured out how to sound sure of themselves, how to sound inquisitive, how to gesticulate, how to aim their efforts at a second person, and how to take turns. They’ve learned, in other words, the rules of talking to another person, even before they’ve learned how to talk.

Source: The Society Pages

In some middle Eastern countries, like Iran or Iraq, the thumbs up has a negative connotation

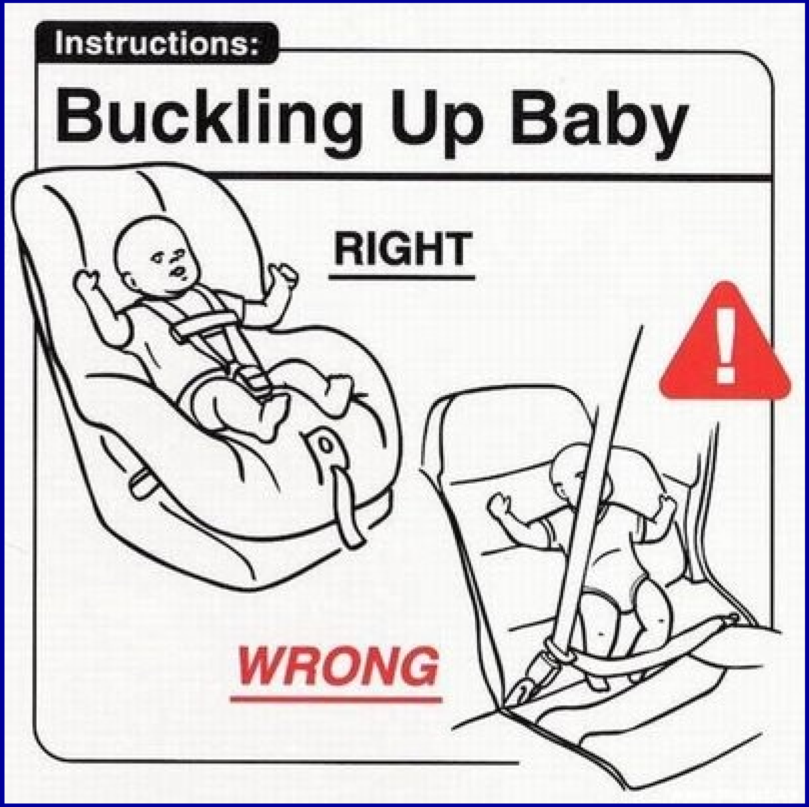

Instructions:
Lifting Baby
DO

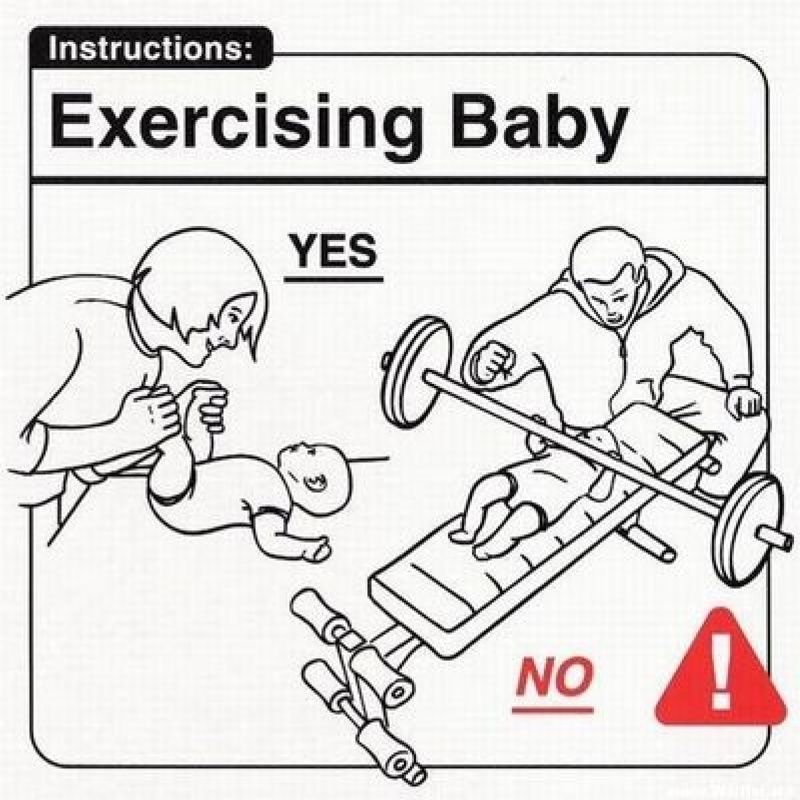


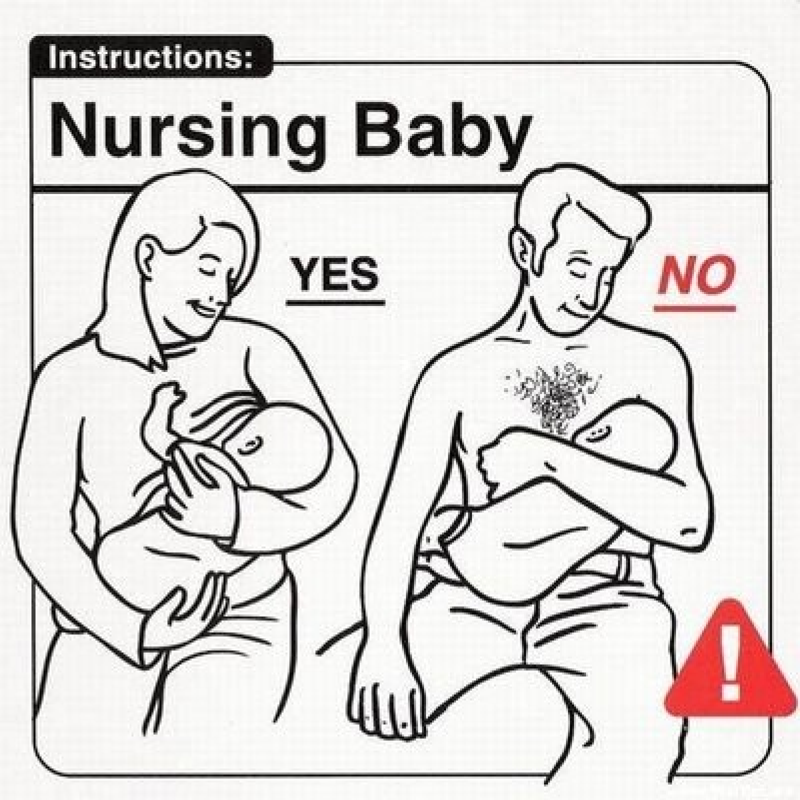
Instructions:

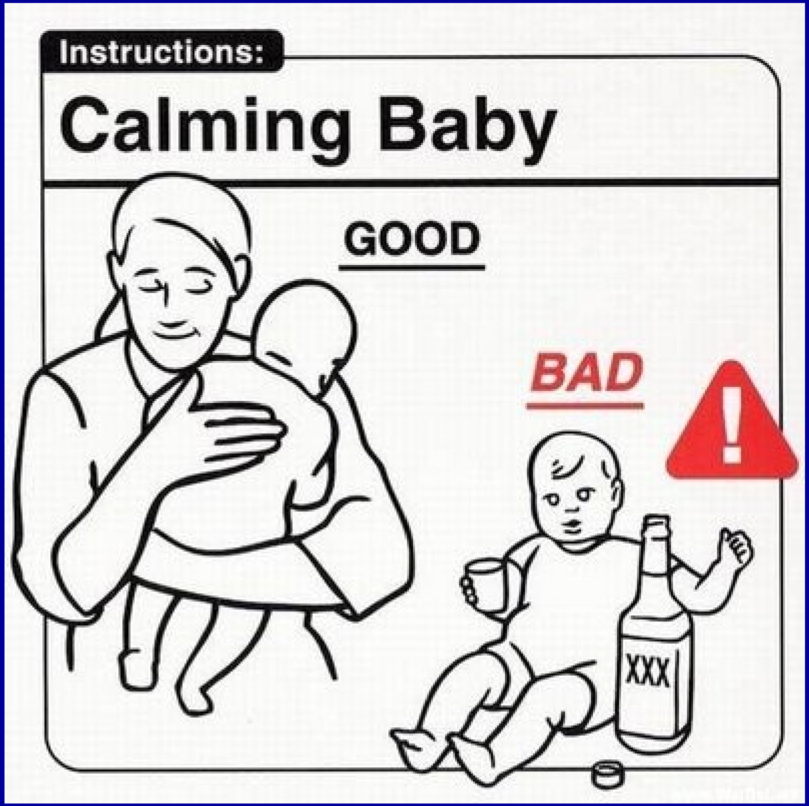
Shopping with Baby

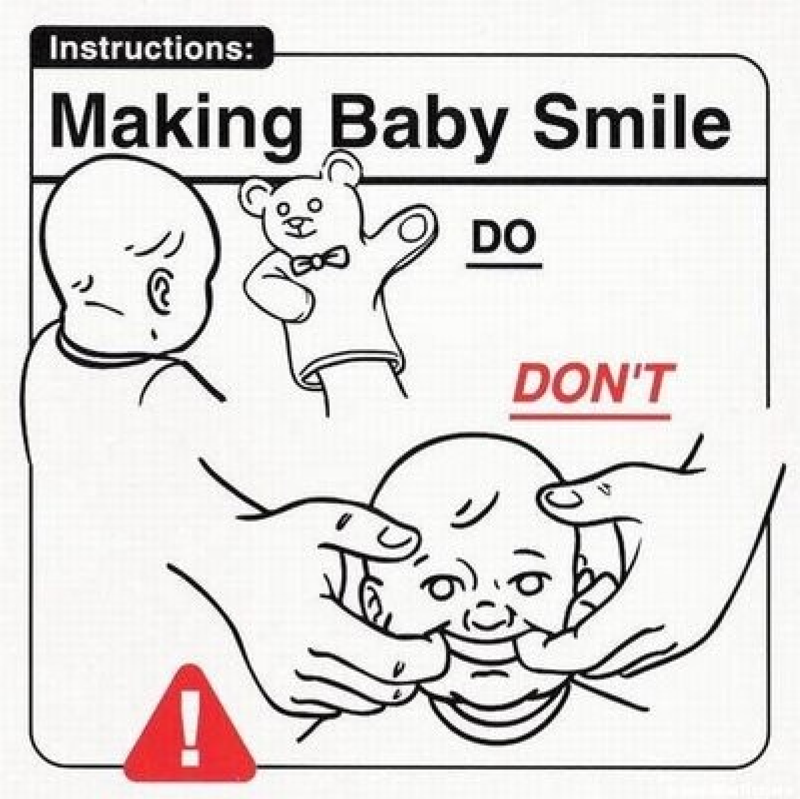
DO

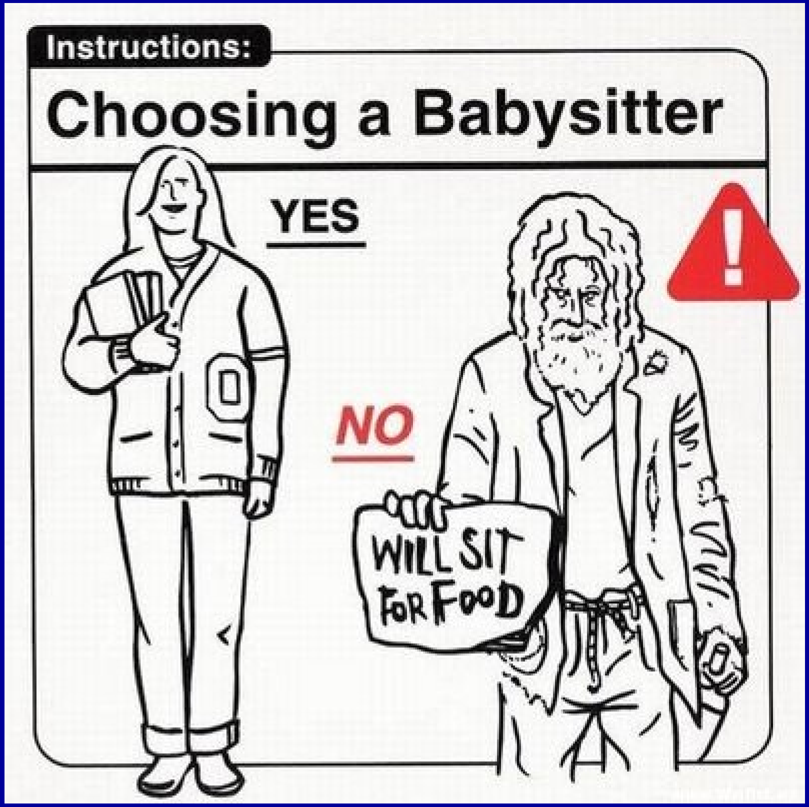

Instructions:
Buckling Up Baby
RIGHT
WRONG

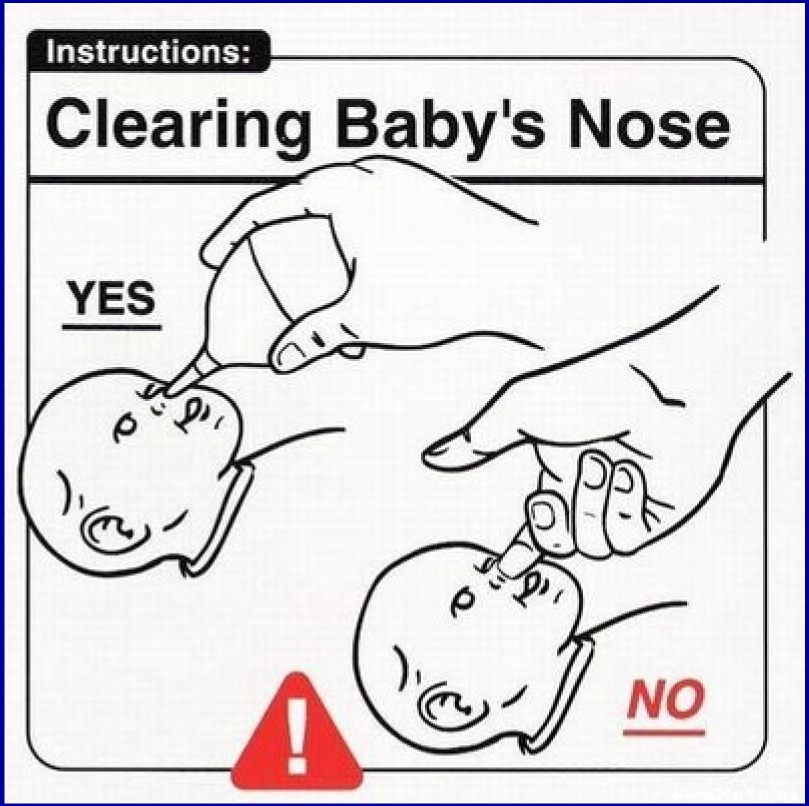

Instructions:
Exercising Baby
YES
NO

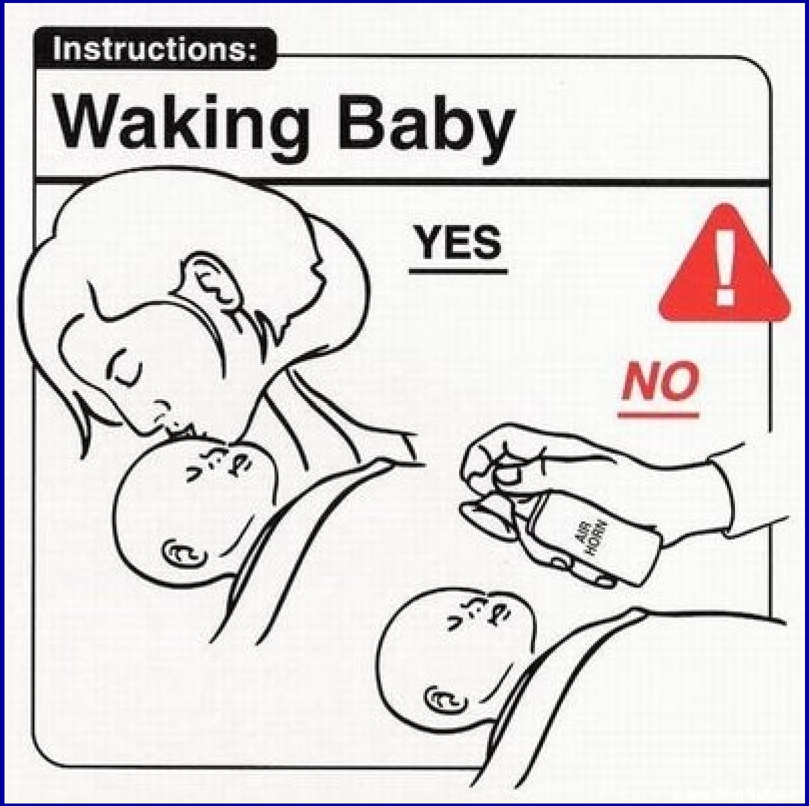

Instructions:
Nursing Baby
YES
NO
!

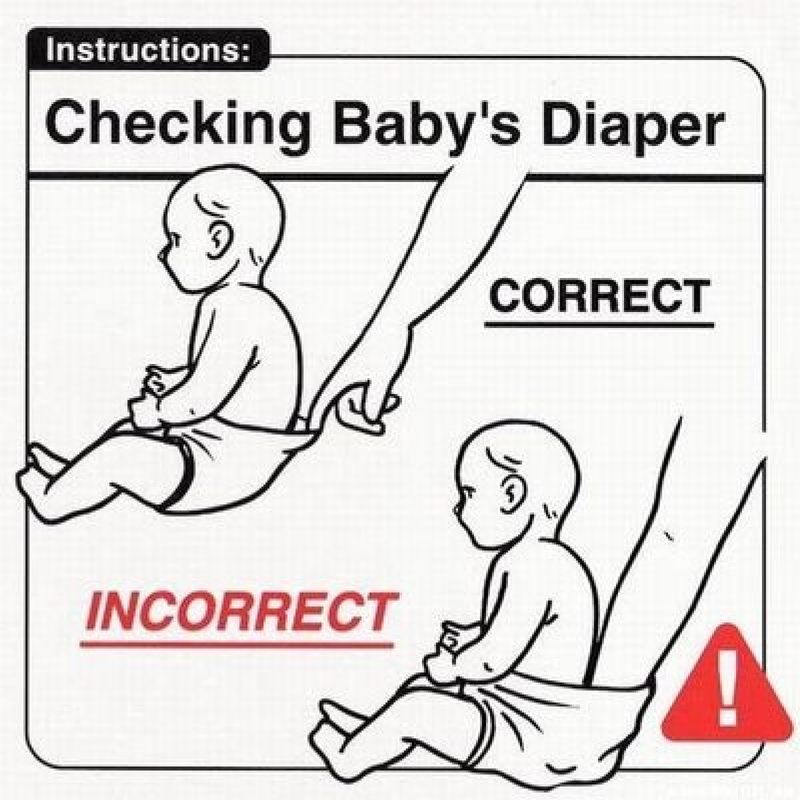

Instructions:
Calming Baby
GOOD
BAD
XXX


Instructions:
Making Baby Smile
DO
DON'T


Instructions:
Choosing a Babysitter
YES
NO
WILL SIT FOR FOOD

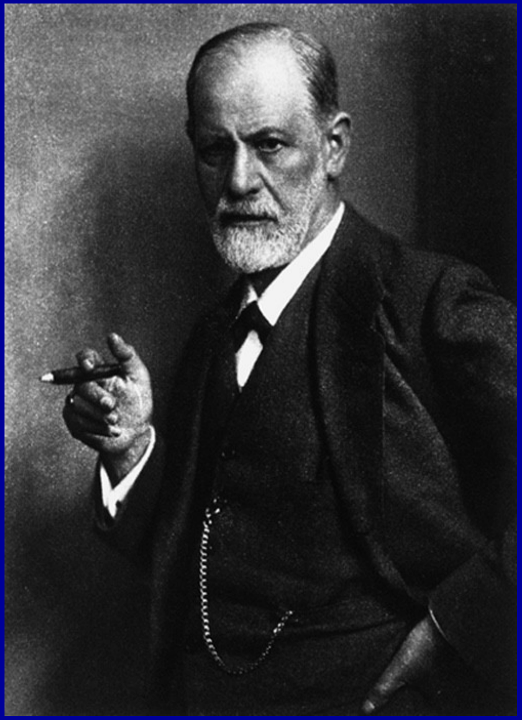

Instructions:
Clearing Baby's Nose
YES
NO


Instructions:
Waking Baby
YES
NO
AIR HORN


Instructions:
Checking Baby's Diaper
CORRECT
INCORRECT
!

- **What does it mean to be human?**
- Without socialization, the potential "to be human" remains locked
- We can think of socialization as the process by which we learn our culture
  - Learning the skills, habits, ideas, meanings, etc. necessary for participating within a culture or society
  - Specific examples?
    - E.g., baby shark
    - E.g., learning to have a conversation
  - Socialization, then, is learning the meaning of symbols (broadly speaking)

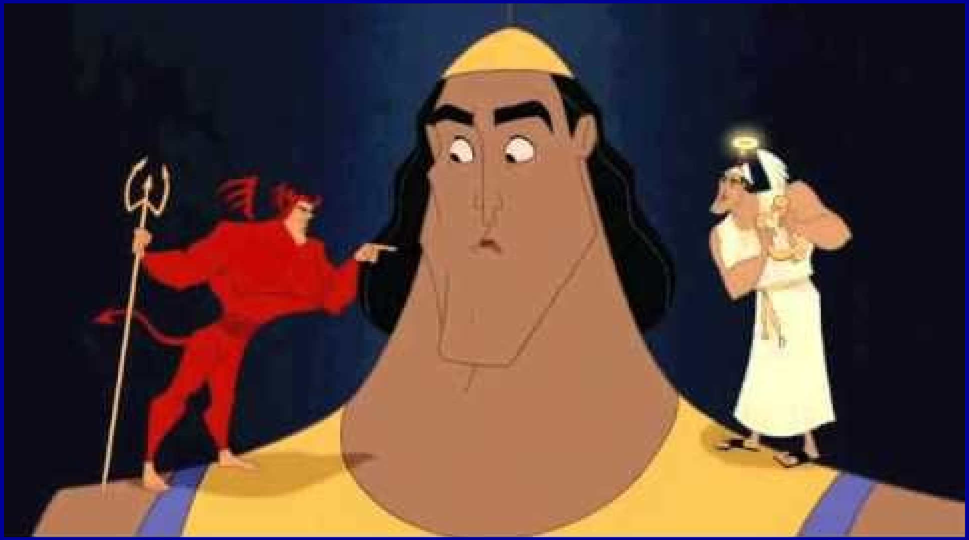
- Socialization begins soon after birth and is arguably most intense during infancy
  - The importance of early brain development, attachment formation, nonverbal and then verbal communication, imitation and modeling, understanding emotions, etc.
- One of the earliest stages of socialization is when we begin to develop a sense of self, or a self-image
  - Forms the foundation for our ability to interact with others
  - Several theorists have sought to explain this process
  - Some are more psychological, others more

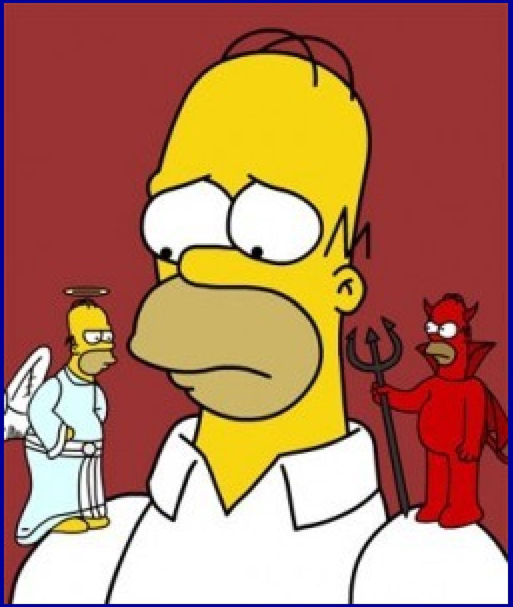


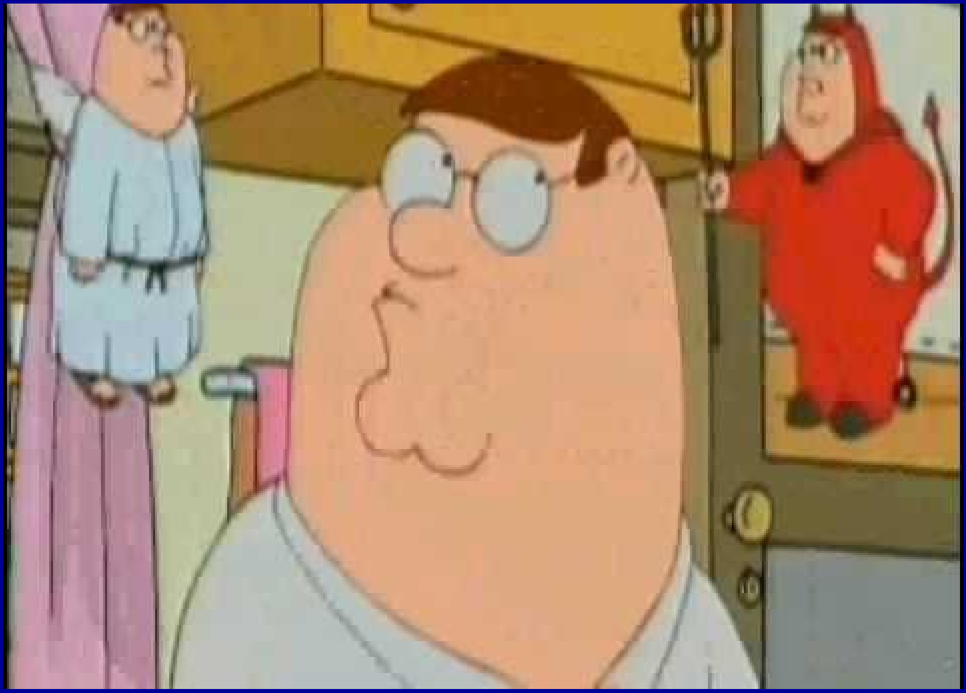
- An early pioneer of the theory of the unconscious mind
- The founder of psychoanalysis
- Sigmund Freud (1856-1939)

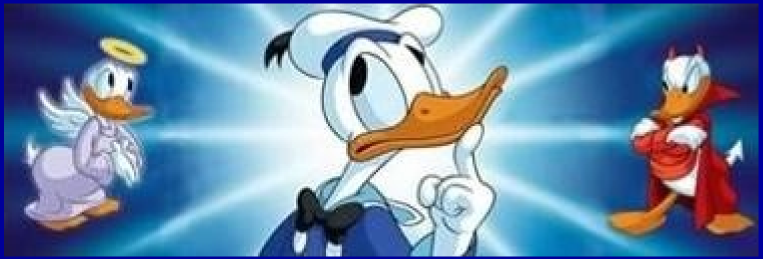
- Psychological – Freud was one of the pioneers of the theory of the unconscious mind
  - Self-identity evolves through drives, conflicts, and resolutions, all occurring in the unconscious
- According to Freud, the human mind has 3 parts:
- Id – part of the self that demands immediate gratification
  - We begin to realize, through socialization, that this isn’t always possible or appropriate through learning what are acceptable (or unacceptable) behaviours
    - Through the learning of cultural norms

- Superego – the repository of cultural standards (i.e., right and wrong)
- Conflict between the “pleasure principle” (i.e., id) and the “reality principle” (i.e., superego)
  - It is when the superego starts to develop and this conflict begins that, according to Freud, we begin to develop a sense of self









The conflict between the id and the superego are often implied in popular culture

- Superego – the repository of cultural standards (i.e., right and wrong)
- Conflict between the “pleasure principle” (i.e., id) and the “reality principle” (i.e., superego)
  - It is when the superego starts to develop and this conflict begins that, according to Freud, we begin to develop a sense of self
- Ego – balances competing interests of id and superego

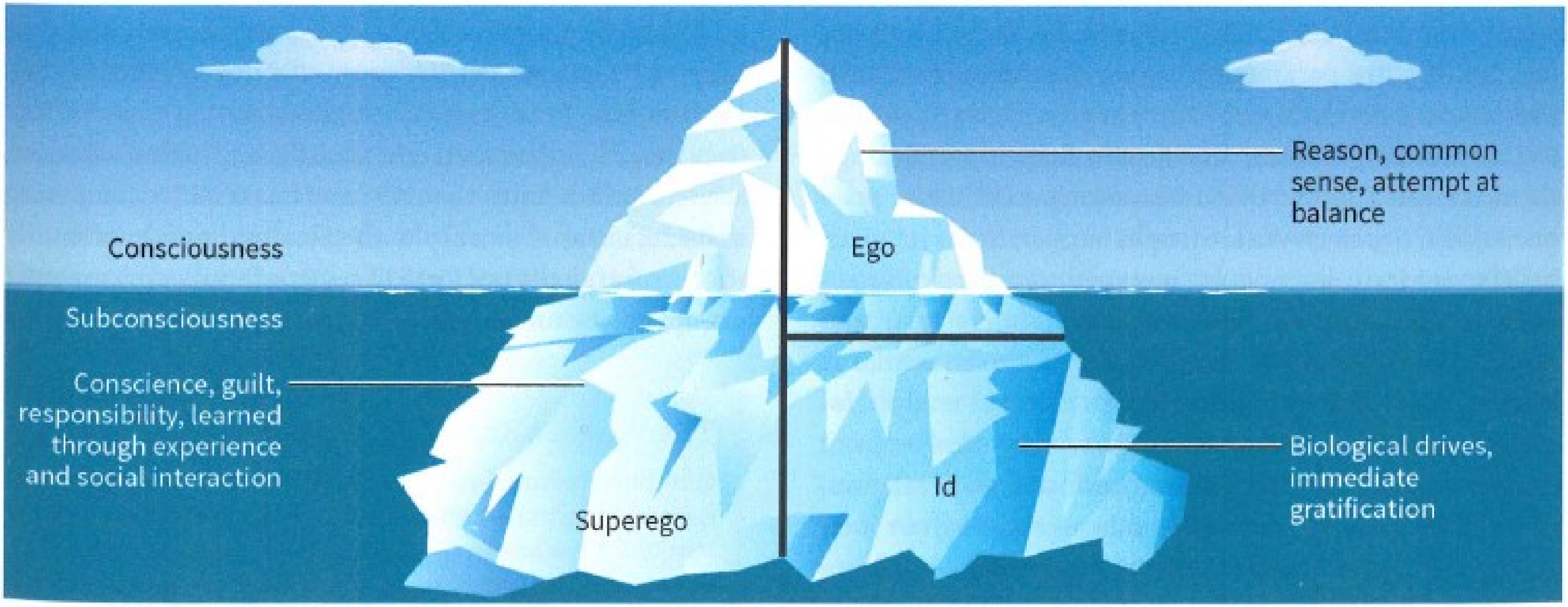

Reason, common sense, attempt at balance
Consciousness
Ego
Subconsciousness
Conscience, guilt, responsibility, learned through experience and social interaction
Biological drives, immediate gratification
Id
Superego

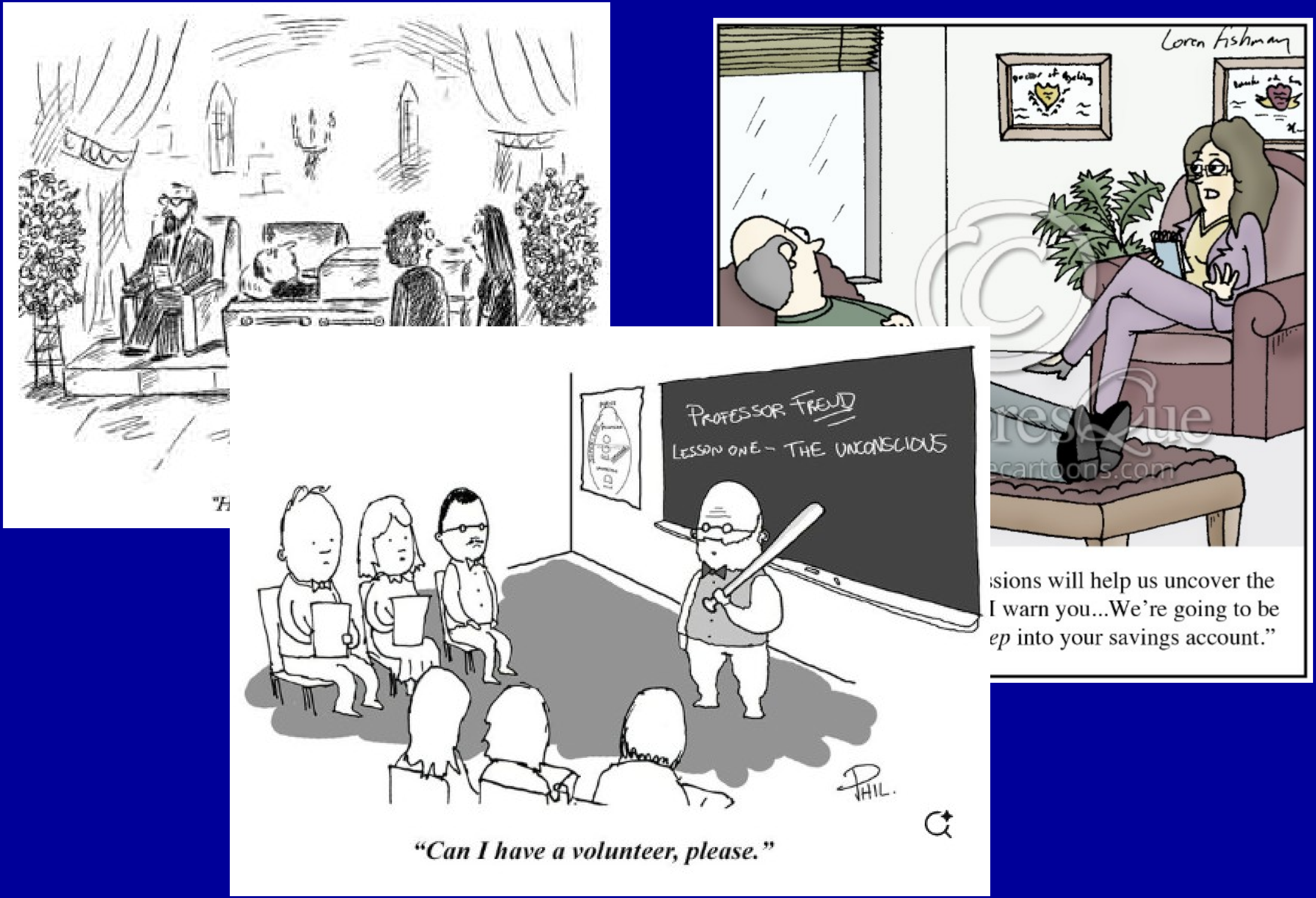
Figure 4.3 Freud's Structural Model

Source: Cumming, Sociology Unlocked (2nd ed.), 2024, p. 69

- Superego – the repository of cultural standards (i.e., right and wrong)
- Conflict between the “pleasure principle” (i.e., id) and the “reality principle” (i.e., superego)
  - It is when the superego starts to develop and this conflict begins that, according to Freud, we begin to develop a sense of self
- Ego – balances competing interests of id and superego
- Finding the right balance can be painful, frustrating, and traumatic…

  - …and we repress these difficult emotions in our unconscious mind
- The purpose of “talk therapy” is to explore these repressed emotions

“How do you feel today?”


Loren Fishman
PROFESSOR FREUD
LESSON ONE – THE UNCONSCIOUS
PHIL.

ssions will help us uncover the
I warn you...We’re going to be
ep into your savings account.”

“*Can I have a volunteer, please.*”

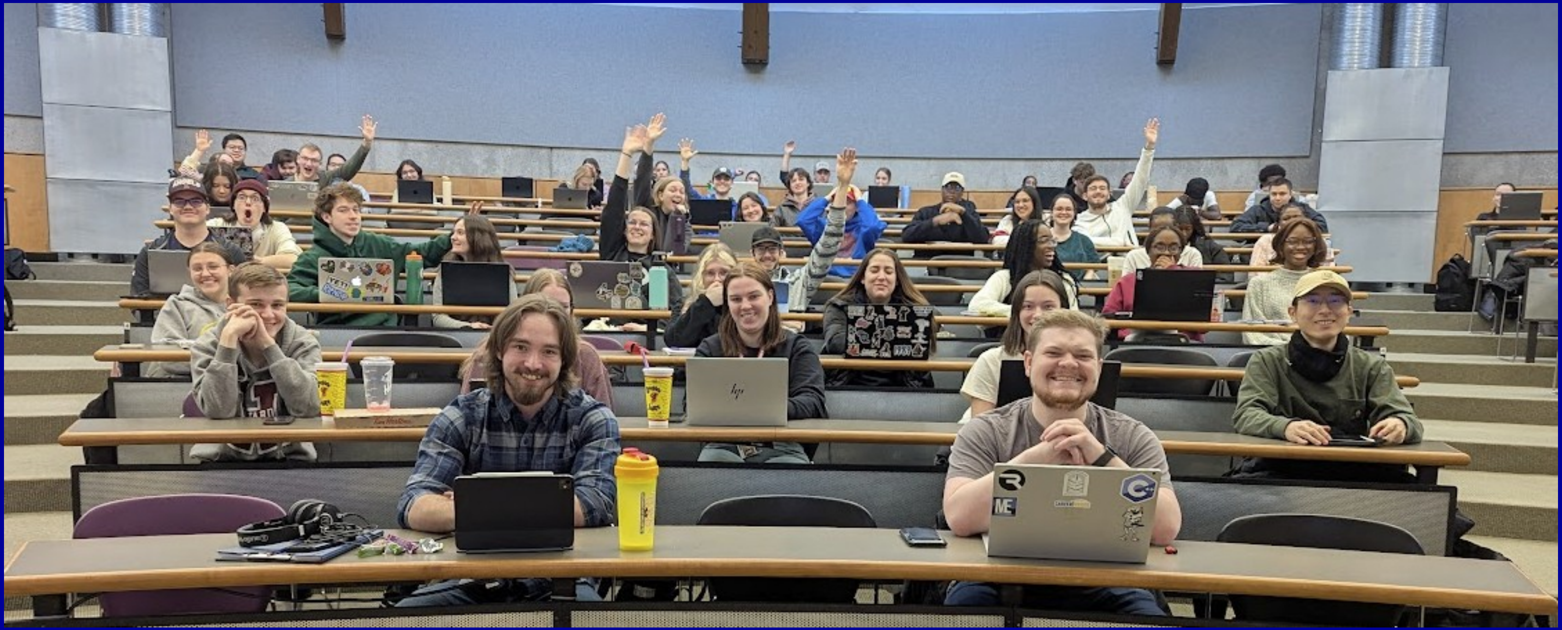
  - …and we repress these emotions in our unconscious mind
- The purpose of “talk therapy” is to explore these repressed emotions
- This approach was dominant psychiatric paradigm for much of the 20th century
- This has changed…
  - …what is the dominant psychiatric paradigm today?
- Psychopharmacology – an emphasis on medication/drugs

- Sociological – Charles Horton Cooley and George Herbert Mead
    - How would you characterize yourself?
- Who you think you are is based on how you perceive others view you
    - “Looking glass self” (from Cooley’s work in 1902)
        - People in our lives serve as a mirror, or looking glass
    - Our sense of self can only develop through social interaction (this idea, then, is very sociological)
        - We imagine how we appear to others ⟶ we imagine how others are judging our appearance ⟶ we incorporate these imaginings in our sense of

E.g., smile at you

Imagine you’re a new professor, and you’re giving your first lecture, and you go into the lecture a little nervous, but confident in yourself and your ability to engage students…

Adobe Stock | #559995403



- The consequences of this theory are significant
  - E.g., if a teacher perceives that a student is smart, how will that student perform in class?
  - A famous study called “Pygmalion in the Classroom” demonstrated this
  - Rosenthal and Jacobson randomly assigned students to high achiever groups in a classroom
    - Children that were expected to achieve, performed better than their peers
  - Showed that teacher expectations can positively effect student performance
  - A sculptor in Greek mythology who falls in love with a statue he created, leading to Aphrodite to bring it to life

We are more likely to succeed when we believe others perceive us as likely to achieve

- But the video shows the opposite is also true
    - We are more likely to fail when we believe others perceive us as likely to fail
- Perceiving someone will succeed (or fail) operates as a self-fulfilling prophecy
    - An expectation that causes what it predicts
- What’s the moral of the story?
    - Expectations are surprisingly influential
    - Believe in, support, and value people if you want them to succeed

- Mead took up and developed this “looking glass” idea (in a work published posthumously in 1934)
- According to Mead, there is the “I”…
    - Our impulsive needs not shaped by human interaction
- …and the “me”
    - Our social selves that have formed through the internalization of societal expectations and norms
- Whereas for Freud the development of the superego is the first stage of the development of the self, for Mead it is our ability to take on the role of the other

- Imitate, role-play, role-play several people, generalized other
  - If you have a child (or will in the future), you may have seen (or will see) your child go through these stages
  - And one of the reasons children can be so cute is because they haven’t yet developed the ability to perceive themselves through the perspective of others

As they age, children develop a greater ability to gauge how their actions are perceived by others...but it takes time!

- **Agents of Socialization**
- Early in our lives, what is the primary source of our socialization?

1) The family (most often our parents or parent)
    - Constancy, intimacy, duration
    - Foundation of our development…
    - …and this foundation is enduring
        - Parental religiousity is one of the best predictors of whether you will be religious as an adult
        - Academic achievement, political party preference, eating habits, gender roles, substance use, etc.
    - Is the family becoming less influential?

Percentage of children aged six months to five years old in formal childcare, 1994/95 to 2000/01

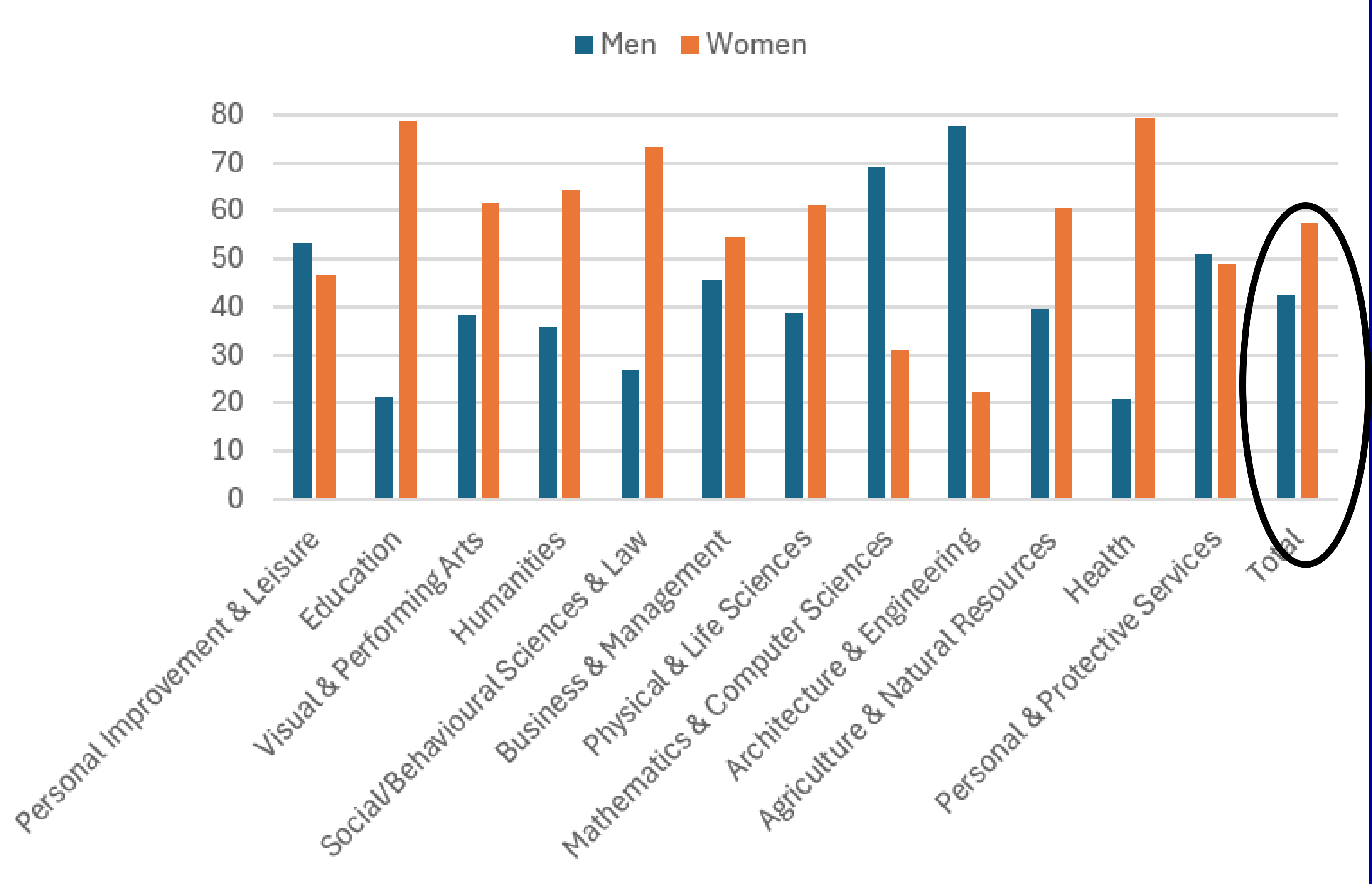
Approx. 55% today

Usage rates have grown steadily since the 1970s

Source: Brym et al., 3rd edition, p. 117

- Why do we see this pattern?
- More and more women are entering the workforce
- One of the biggest social changes in the past 40-50 years
  - Shifting gender roles (especially with respect to domestic work)
  - Impact on education

Percentage of postsecondary graduates in Canada, by gender and field of study (2022)



Source: Statistics Canada

- Why do we see this pattern?
- More and more women are entering the workforce
- One of the biggest social changes in the past 40-50 years
  - Shifting gender roles (especially with respect to domestic work)
  - Impact on education
  - While there are ongoing struggles (e.g., workplace discrimination, harassment, pay gap, etc.), there has (arguably) been a broader societal shift toward gender equality

2) Schools

- Secondary socialization
- Math, Biology, English, etc.
- Hidden curriculum
  - The unwritten, informal lessons learned in school, that are not part of the formal curriculum

First proposed by conflict theorists, given their focus on how power is reproduced

- E.g., learn to conform, follow rules, to be obedient, work in competitive environments, accept social inequalities, devotion to the nation, etc.

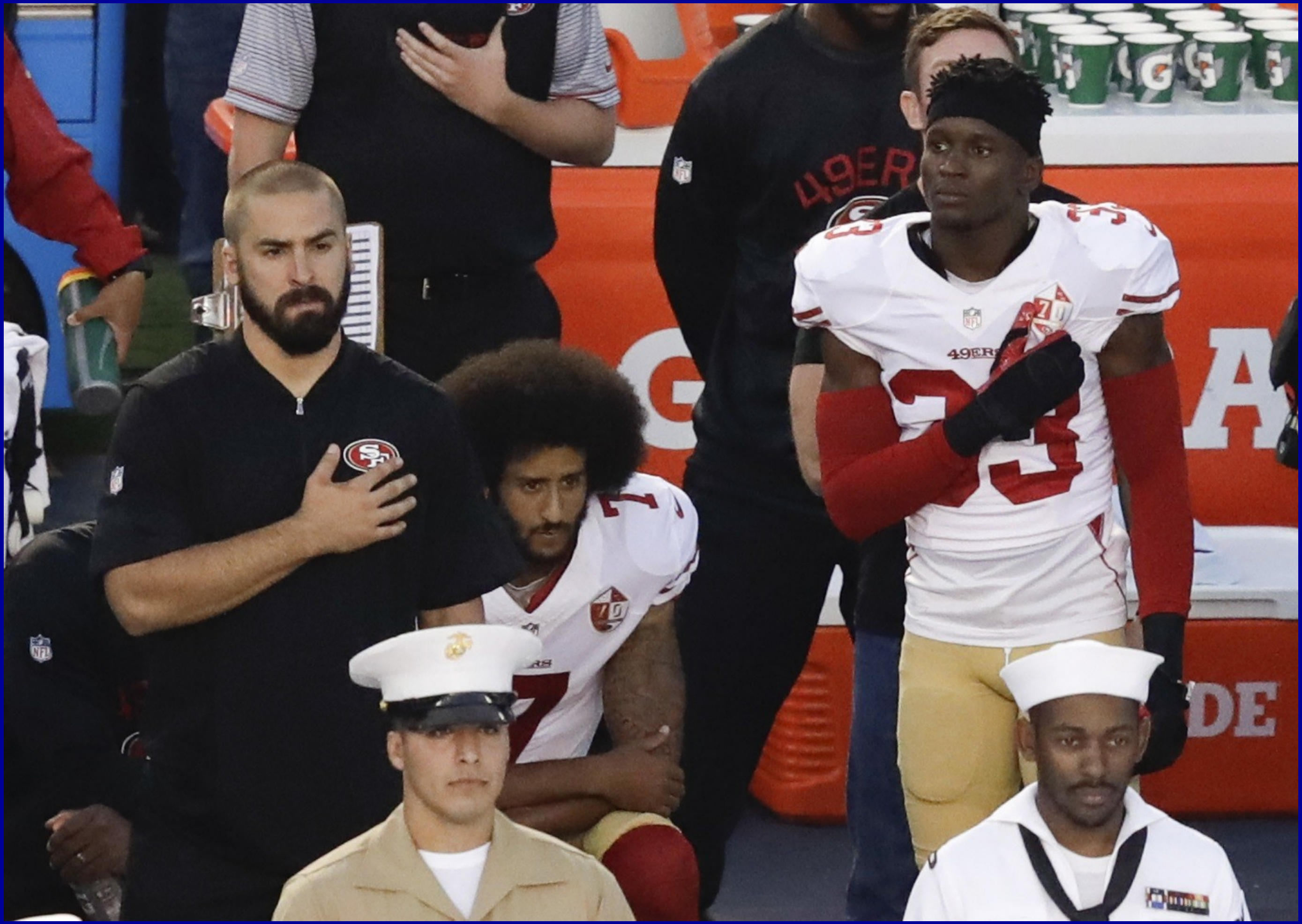
2) Schools

- Secondary socialization
- Math, Biology, English, etc.
- Hidden curriculum
  - The unwritten, informal lessons learned in school, that are not part of the formal curriculum

First proposed by conflict theorists, given their focus on how power is reproduced

- E.g., learn to conform, follow rules, to be obedient, work in competitive environments, accept social inequalities, devotion to the nation, etc.
  - Two examples from my own experiences…
  - This familiar (yet strange?) practice of respecting the national anthem exists outside of the classroom

In general, this remains familiar to us until…



“I am not going to stand up to show pride in a flag for a country that oppresses black people and people of colour…”

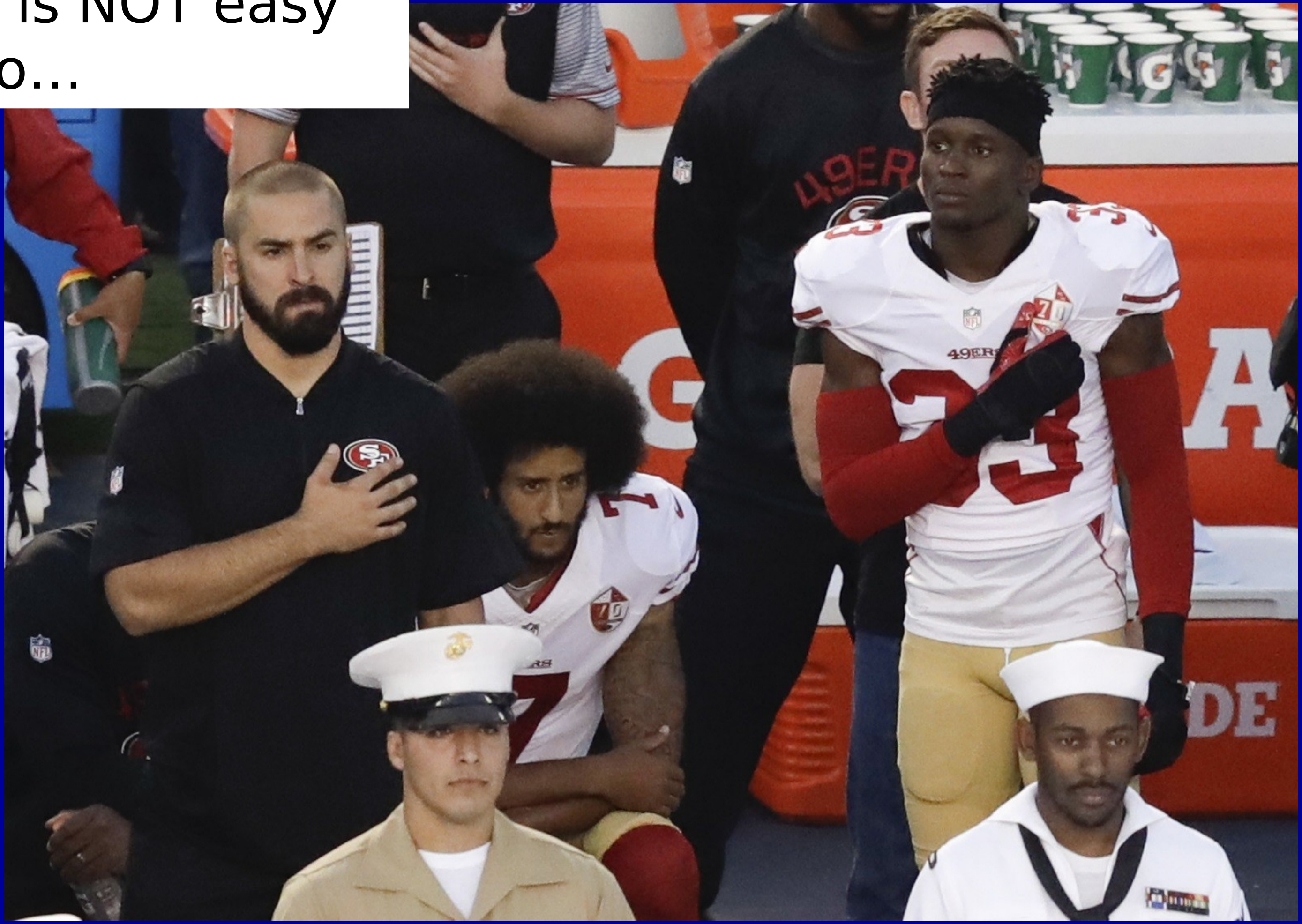
“If any of my players sit on the bench for the national anthem, they will sit there the rest of the game…”

John Tortorella, U.S. men’s hockey
coach during 2016 World Cup of Hockey

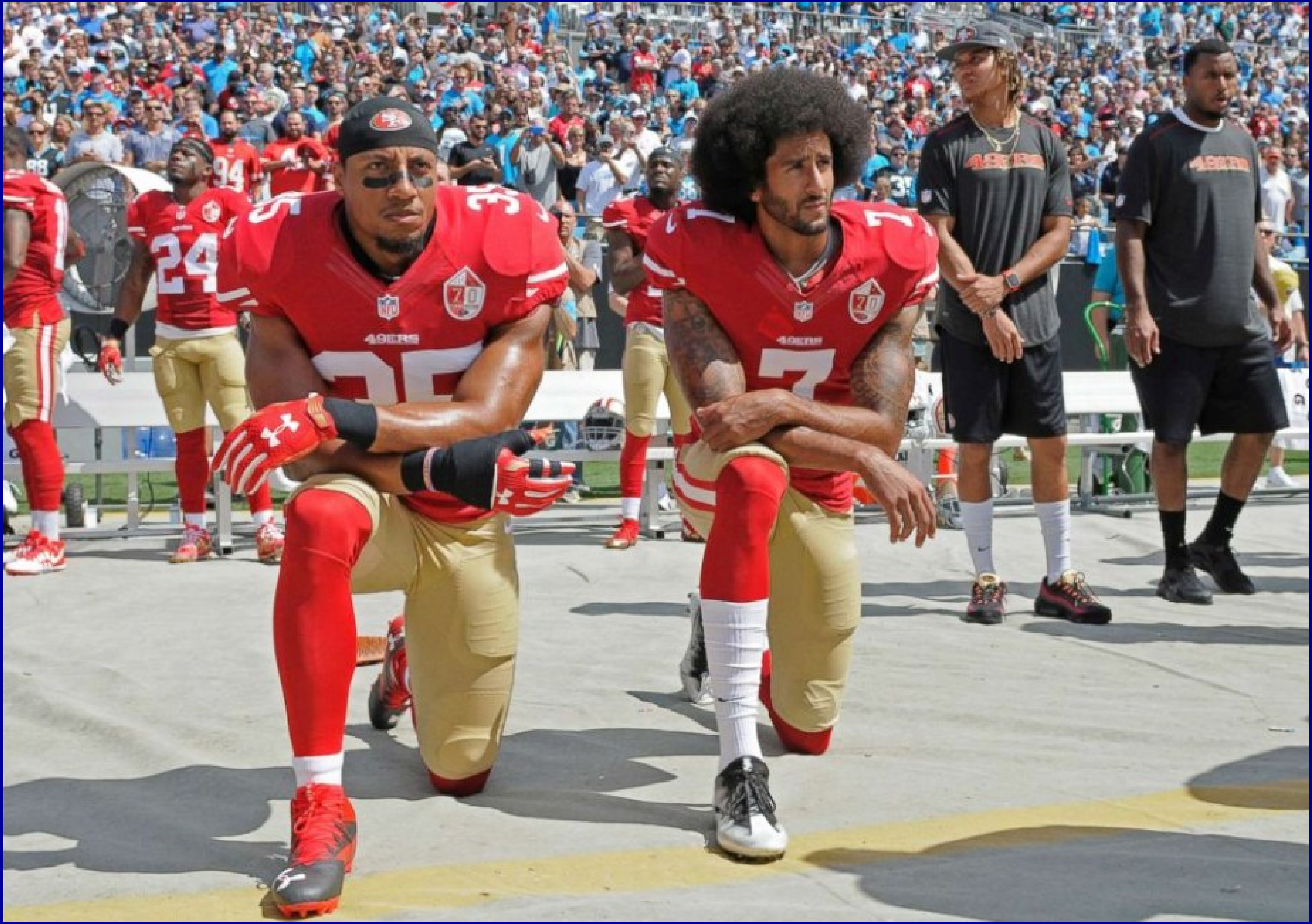
“You have to stand proudly for the national anthem or you shouldn’t be playing. You shouldn’t be there. Maybe you shouldn’t be in the country.”

Donald Trump, 2018

This is NOT easy to do…

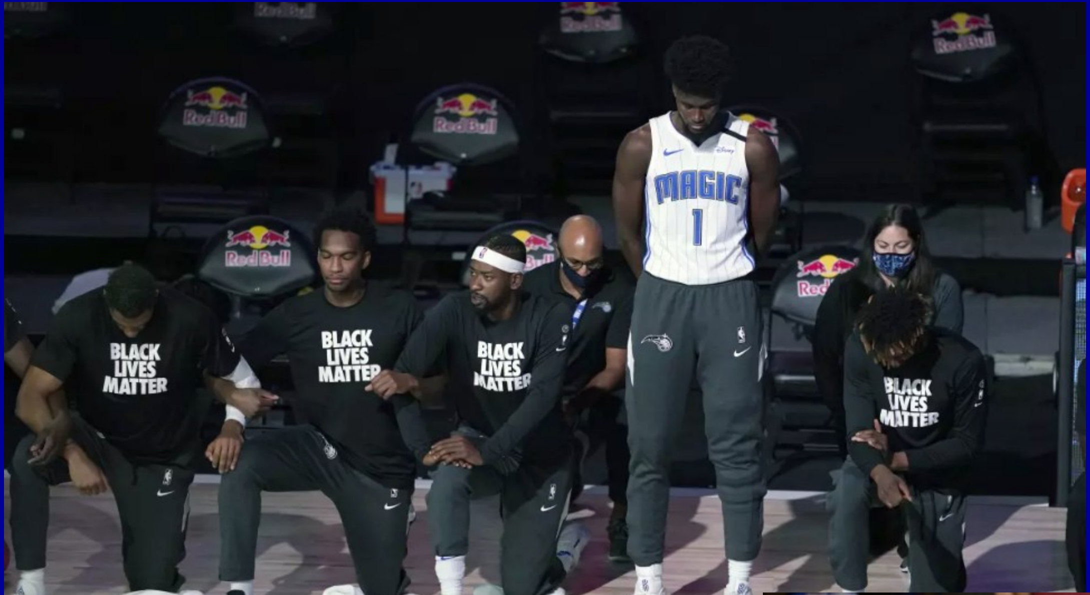


“I am not going to stand up to show pride in a flag for a country that oppresses black people and people of colour…”



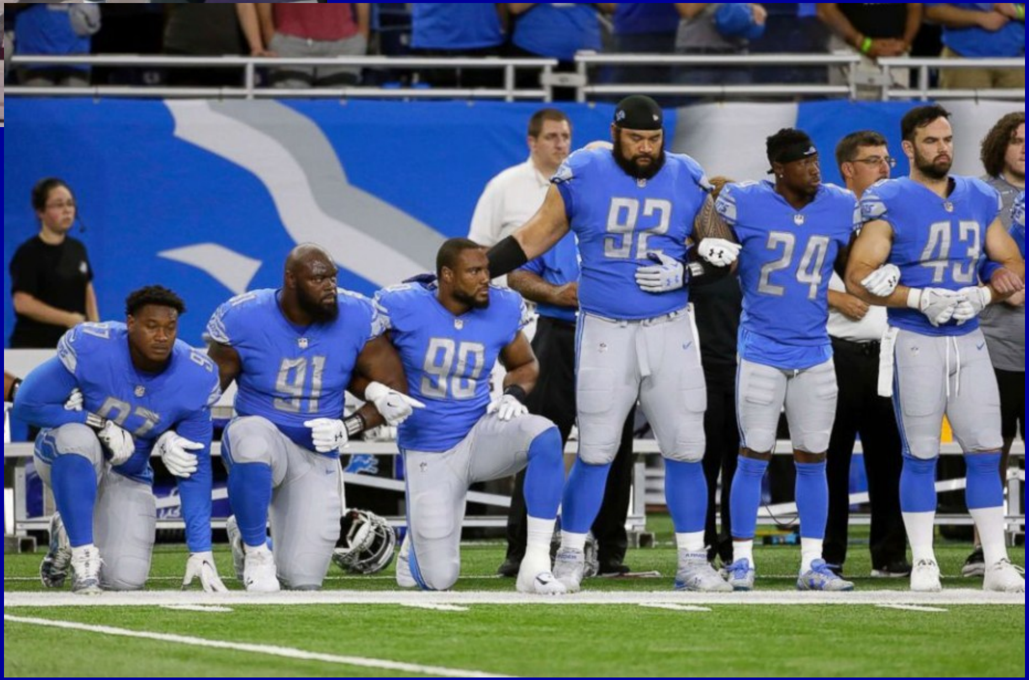
35
49ERS
35
7
49ERS
7
24
49ERS
49ERS
70
70

ATLANTA FAL
FALCONS
izon
USA
21
20
12
11


Red Bull
MAGIC
1
BLACK LIVES MATTER

This is an example of how social change occurs through individual agency

The practice of standing during a national anthem used to be more straightforward


97
91
90
92
24
43

- Sociologically, how might we understand this emphasis on nationalism in schools?
  - Creates a sense of community, belonging, identity, unity, etc.
  - A mechanism of social control? Used to justify colonialism? Justify war by creating an “us” vs. “them”?
- National representations and actions are commonplace and everywhere…and thus taken for granted
  - “Banal nationalism”

CANADA
ADA
ADA
ADA

100
Canada
SPECIMEN
100
INSULIN
JHS2912607
JHS2912607

50
Canada
SPECIMEN
50
CCGS AMUNDSEN, RESEARCH ICEBREAKER
LE NGCC AMUNDSEN, BRISE-GLACE DE RECHERCHE
JHS2912607
JHS2912607

THE UNIVERSITY OF LETHBRIDGE

FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
THIS NOTE IS LEGAL TENDER FOR ALL DEBTS, PUBLIC AND PRIVATE
L 11180916 G
WASHINGTON, D.C.
ONE DOLLAR

- Sociologically, how might we understand this emphasis on nationalism in schools?
  - Creates a sense of community, belonging, identity, unity, etc.
  - A mechanism of social control? Used to justify colonialism? Justify war by creating an “us” vs. “them”?
- National representations and actions are commonplace and everywhere…and thus taken for granted
  - “Banal nationalism”
- Banal representations (including in school) are needed to convince large groups of people without direct contact to think of themselves as a meaningful group

- Nations are “imagined communities”

“It is *imagined* because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion…

Benedict Anderson, cited in Wade, www.thesocietypages.org

“It is *imagined* because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion…it is imagined as a *community*, because, regardless of the actual inequality and exploitation that may prevail in each, the nation is always conceived as a deep, horizontal comradeship.

Benedict Anderson, cited in Wade, www.thesocietypages.org

“It is *imagined* because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion…it is imagined as a *community*, because, regardless of the actual inequality and exploitation that may prevail in each, the nation is always conceived as a deep, horizontal comradeship. Ultimately it is this fraternity that makes it possible, over the past two centuries, for so many millions of people, not so much to kill, as willingly to die for such limited imaginings.”

Benedict Anderson, cited in Wade, www.thesocietypages.org

"It is *imagined* because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion…it is imagined as a *community*, because, regardless of the actual inequality and exploitation that may prevail in each, the nation is always conceived as a deep, horizontal comradeship. Ultimately it is this fraternity that makes it possible, over the past two centuries, for so many millions of people, not so much to kill, as willingly to die for such limited imaginings."

Benedict Anderson, cited in Wade, www.thesocietypages.org

- Nations are “imagined communities”
- This idea is so strong, that some of us are willing to kill and die for it
- An idea that is seeded, purposely, in the school system

“…the development of the education system in Ontario proceeded from the assumption that education would be an effective way to teach working-class children that their interests are ident o

Brym et al. 2nd edition, 2007, p. 530

note: “Ryerson's objective was social control…”

- Nations are “imagined communities”
- This idea is so strong, that some of us are willing to kill and die for it
- An idea that is seeded, purposely, in the school system
- What students are in part learning are conformist behaviours that are expected of “good citizens”
    - This compliance, in turn, stifles legitimate criticism

> “My Canada heeds the call. My Canada protects the vulnerable. It challenges the aggressor. My Canada does not leave all the heavy lifting to others,” Baird told MPs.

John Baird, Minister of Foreign Affairs, during the debate in the House of Commons on whether or not Canada should take part in a military operation in Iraq/Syria to combat IS, Oct. 7, 2014

“Jim was a family man, friend, leader and, most importantly, a proud Canadian.”

Stephan Harper, condolences for Jim Prentice, Oct. 14, 2016

On Tuesday, Liberal MP Marc Garneau said the party would “support what is eventually decided by the government, because we know that we’re sending our men and women into combat.” However, he later clarified that the party will continue to oppose the combat mission and the government’s plan, but “will support our troops.”

Marc Garneau, Liberal MP, after the debate in the House of Commons on whether or not Canada should take part in a military operation in Iraq/Syria to combat IS, Oct. 7, 2014

Source: This Hour Has 22 Minutes

- Nations are “imagined communities”
- This idea is so strong, that some of us are willing to kill and die for it
- An idea that is seeded, purposely, in the school system
- What students are in part learning are conformist behaviours that are expected of “good citizens”
    - This compliance, in turn, stifles legitimate criticism
- What happens if you don’t conform in school?

3) Peer groups

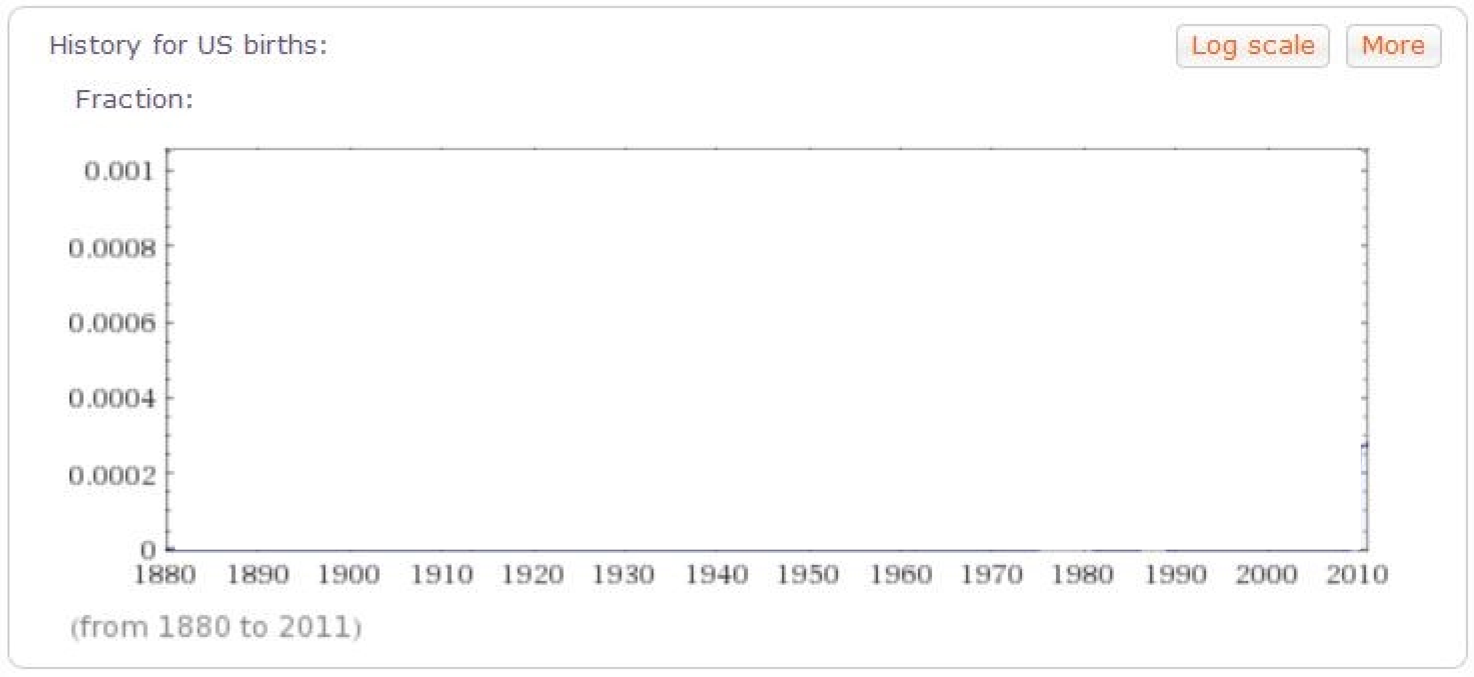
- Individuals of the same age, interests and status
- Especially significant during adolescence and young adulthood
- Corresponds with a decline in adult supervision and a more independent self-identity
- Creates points of conflict with the family
    - Hair and dress styles, music, curfews, phone use, vaping, smoking, alcohol use, etc.
    - What about your experience?

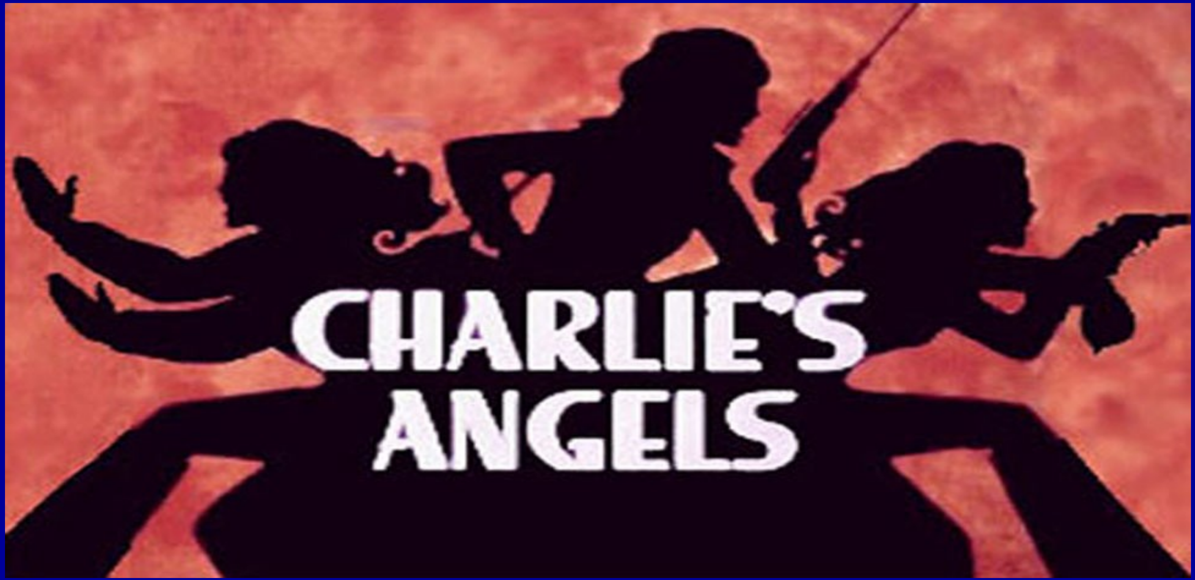
Conflict is typically short-lived

4) The mass media

- Does the media socialize us?

Popularity of the name “Farrah”…

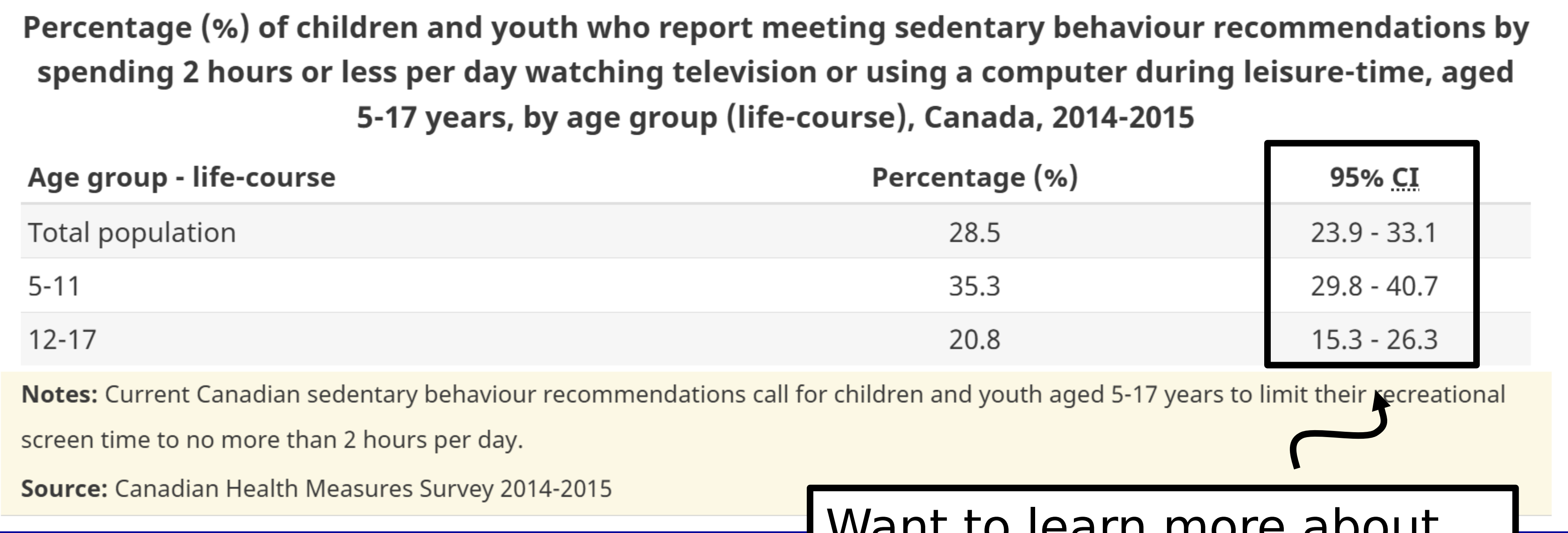




CHARLIE'S
ANGELS

4) The mass media

- Does the media socialize us?
- Recommended screen time for 5- to 17-year-olds per day?
- 2 hours or less
  - What percentage of Canadian youth meet this recommendation?



Percentage (%) of children and youth who report meeting sedentary behaviour recommendations by spending 2 hours or less per day watching television or using a computer during leisure-time, aged 5-17 years, by age group (life-course), Canada, 2014-2015

Age group - life-course	Percentage (%)	95% CI
Total population	28.5	23.9 - 33.1
5-11	35.3	29.8 - 40.7
12-17	20.8	15.3 - 26.3

Notes: Current Canadian sedentary behaviour recommendations call for children and youth aged 5-17 years to limit their recreational screen time to no more than 2 hours per day.

Source: Canadian Health Measures Survey 2014-2015

Want to learn more about confidence intervals? Take ‘Soci 2130: Quantitative Research Practice’!

4) The mass media

- Does the media socialize us?
- Recommended screen time for 5- to 17-year-olds per day?
- 2 hours or less
  - What percentage of Canadian youth meet this recommendation?
- A very long list of ways the media socializes us, but one example is the gendered conception of “beauty”

Women's Health
TOTAL BODY RESET
164 PAGES OF WORKOUTS, RECIPES & HEALTH HACKS
QUIT-PROOF YOUR GOALS
UPGRADE YOUR BEAUTY ROUTINE
Michelle KEEGA

Women's Health
Cute Swimsuits For Active Women
HOT & HAPPY!
32 Easy Ways To Lose Inches, Crush Stress, Improve Sleep, More!
2 WEEKS TO

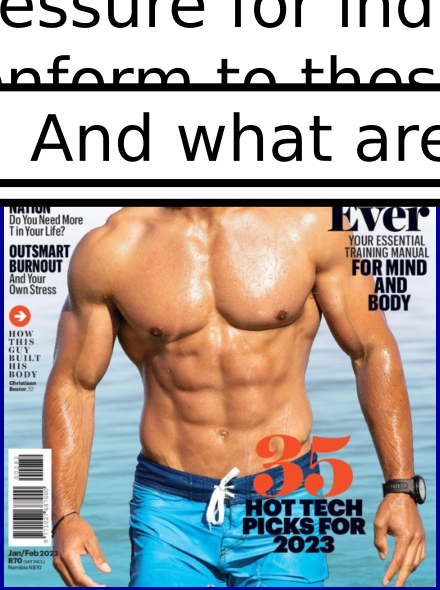
Women's Health
SO FIT, SO STRONG
30 Days, 30 Mins Max (YOU GOT THIS!)
Reach Your Goals In 2022
Face Time!
DIANE KRUGER Is Training For Life

Women's Health
Happy At The Gym—Finally!
The $6 Trick To Dewy Skin
BEST. BUTT. EVER!
25 HOT BOD SECRETS
Snack Your Way To Weight Loss
Gabrielle Union
SEX SURVEY!

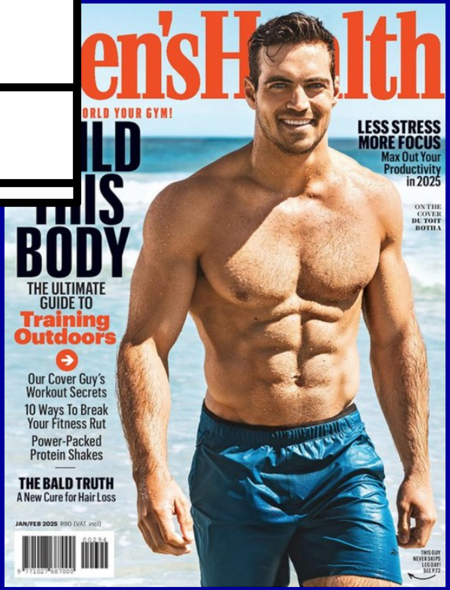
This reinforces the idea that beauty has different requirements depending on your gender, leading to societal pressure for individuals to conform to these gendered

And what are these ideals?

Get Black Panther
Men's Health
LOSE YOUR GUT!
YOUR BEST BODY EVER!
PROTEIN UP YOUR DIET
STRIP AWAY STRESS
100% Energy, All Day
The Billion Dollar Man Michael B. JORDAN
371


OUTSMART BURNOUT
YOUR ESSENTIAL TRAINING MANUAL FOR MIND AND BODY
35 HOT TECH PICKS FOR 2023

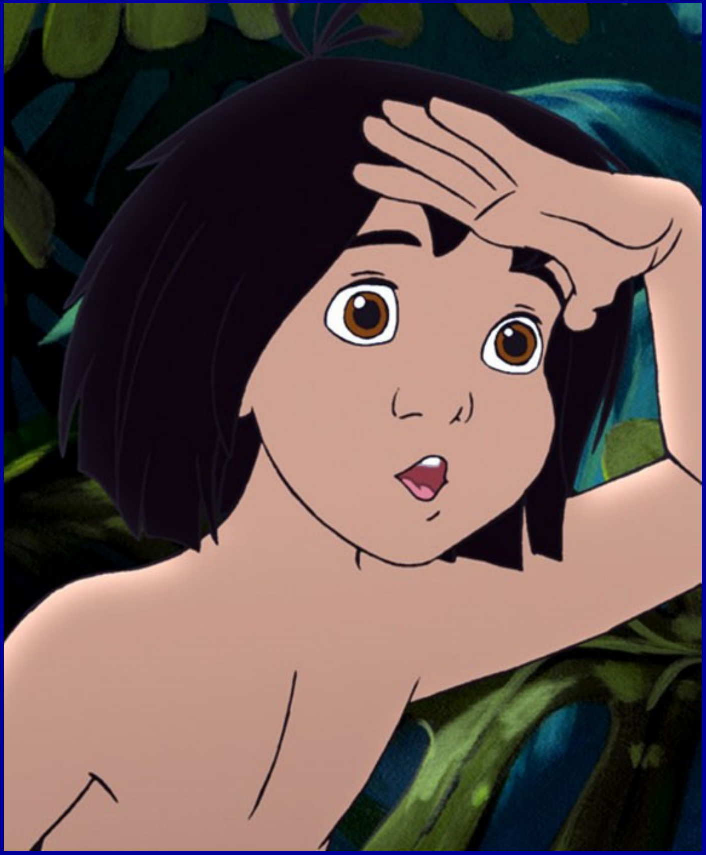
THE MAKING OF MARVEL'S BIGGEST, BADDEST ANTIHERO
Train & Gain
28 BRAND NEW BODY BENEFITS
STACKED LUNCHES
COLLATERAL DAMAGE
MIRACLE OF CHRISTMAS


Men's Health
BODY
THE ULTIMATE GUIDE TO Training Outdoors
LESS STRESS MORE FOCUS
THE BALD TRUTH

4) The mass media

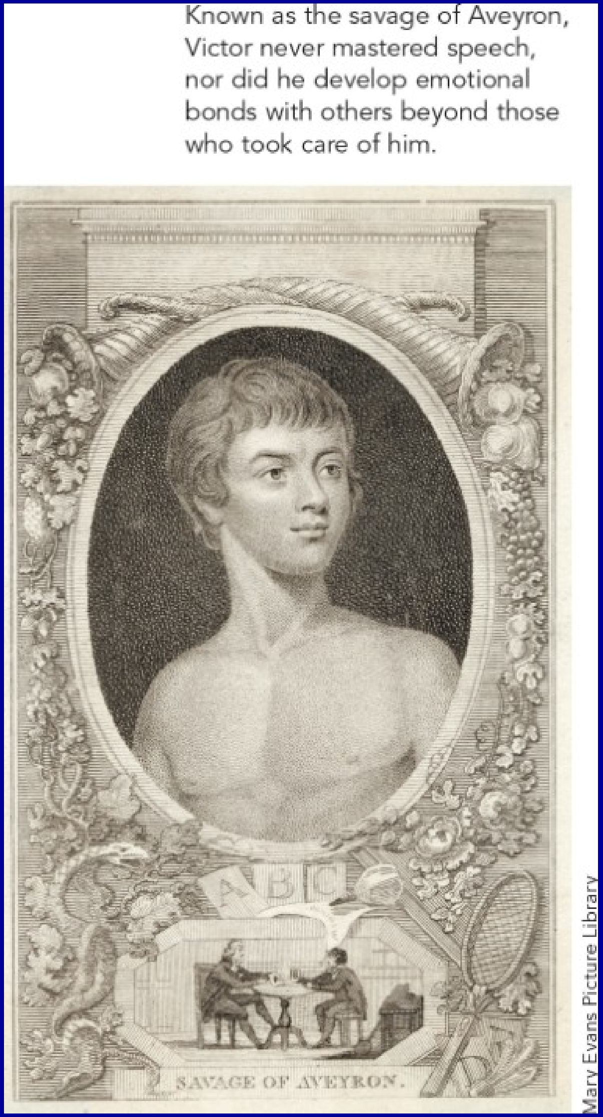
- Does the media socialize us?
- Recommended screen time for 5- to 17-year-olds per day?
- 2 hours or less
  - What percentage of Canadian youth meet this recommendation?
- A very long list of ways the media socializes us, but one example is the gendered conception of “beauty”
  - E.g., women are often expected to prioritize thinness, while men are encouraged to focus on physical strength

- **“Normal” Socialization**
- Without some degree of “normal” socialization, our personal and social lives become challenging to navigate
  - This is most evident when we see individuals who haven’t undergone any socialization



Mowgli is a “feral child”

Well-adjusted, creative, naive, and, for the most part, “normal”



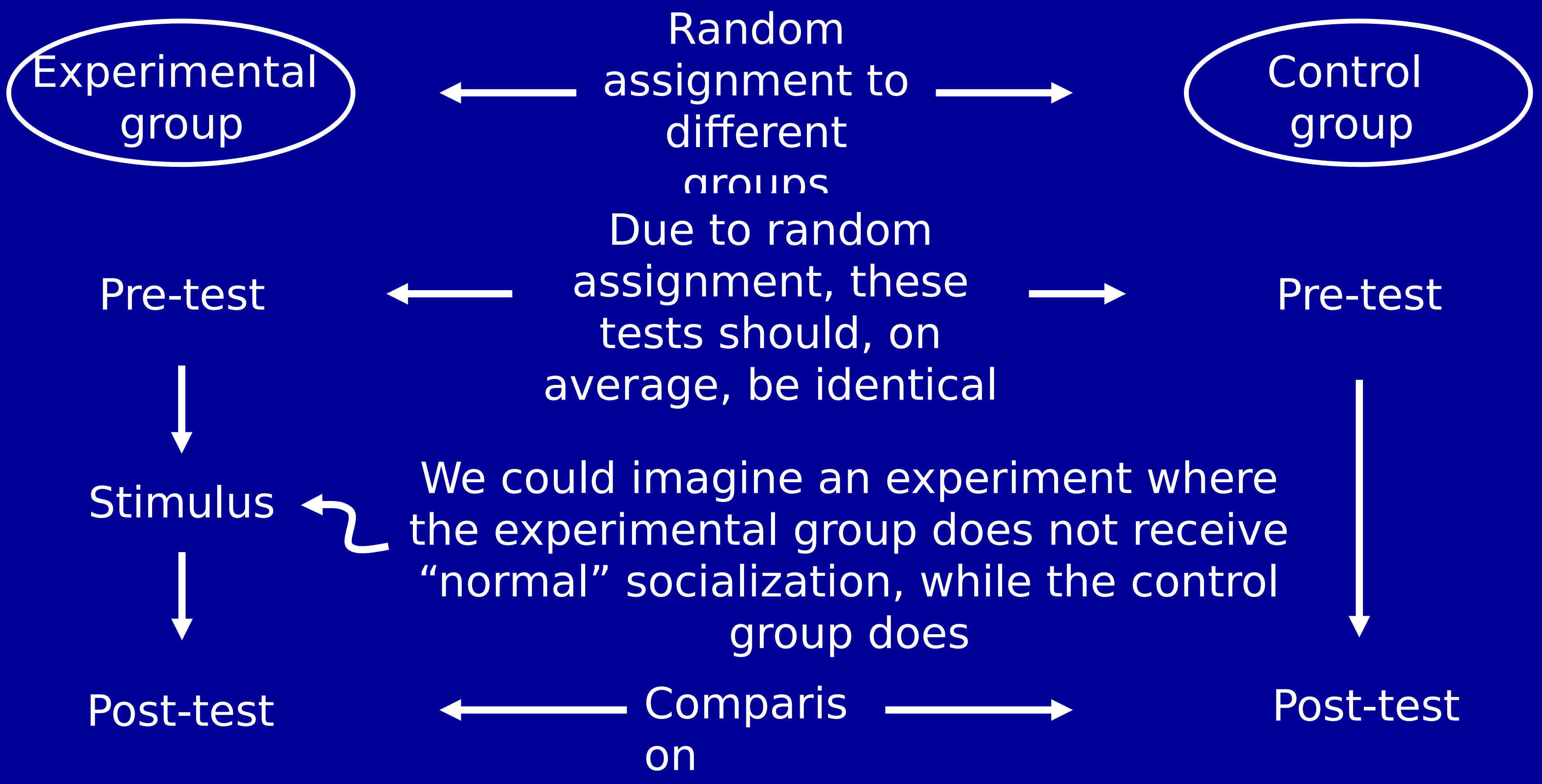
Known as the savage of Aveyron, Victor never mastered speech, nor did he develop emotional bonds with others beyond those who took care of him.

A B C
SAVAGE OF AVEYRON.
Mary Evans Picture Library

Source: Brym et al. pg. 95

- **“Normal” Socialization**
- Without some degree of “normal” socialization, our personal and social lives become challenging to navigate
  - This is most evident when we see individuals who haven’t undergone any socialization
  - In reality, feral children experience significant mental, emotional, and developmental impairments
- Some past scientists have explored socialization using an experimental design
  - Recall the classic experimental design from Topic #3: How Sociologists Do Research

Pre-test post-test control group design



Experimental group

Random assignment to different groups

Control group

Pre-test

Due to random assignment, these tests should, on average, be identical

Pre-test

Stimulus

We could imagine an experiment where the experimental group does not receive “normal” socialization, while the control group does

Post-test

Comparison

Post-test

Cannot do this with humans, for obvious ethical reasons

- Rather than experimenting on humans, past scientists instead used…?
  - Rhesus monkeys
  - Harry Harlow

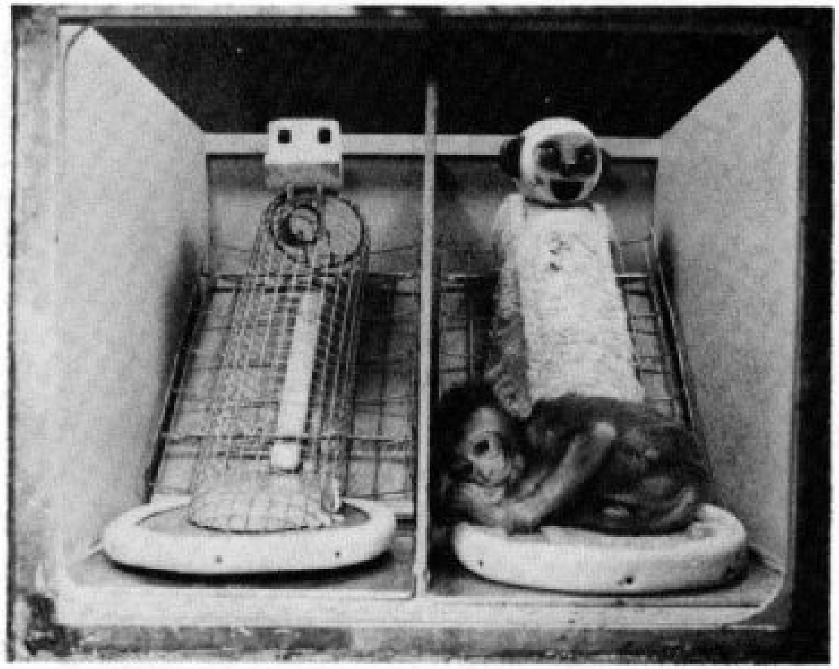


Figure 4. Wire and cloth mother surrogates.

Harlow separated monkeys from their mothers immediately after birth, and did a number of different experiments on them

Source: https://www.youtube.com/watch?v=OrNBEhzjg8I

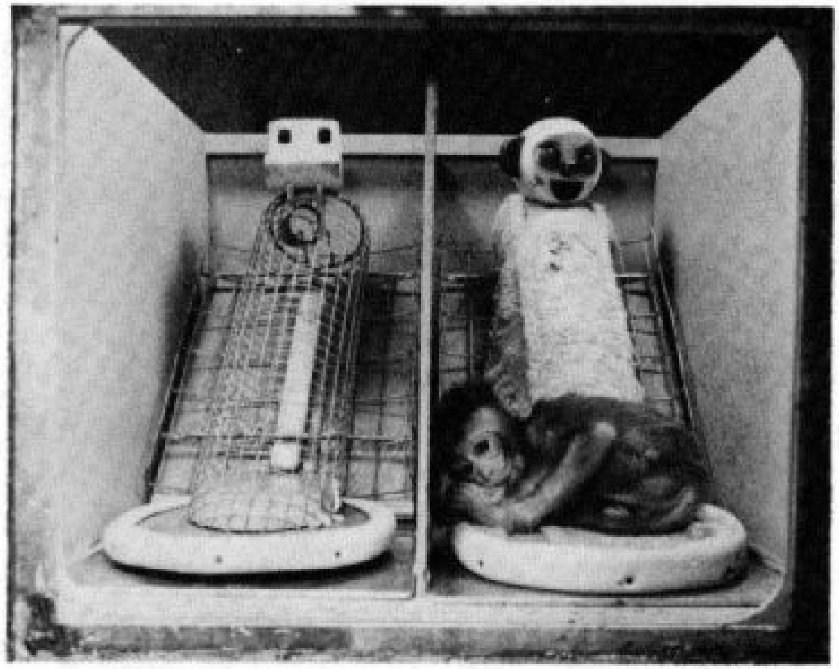


Figure 4. Wire and cloth mother surrogates.

Harlow separated monkeys from their mothers immediately after birth, and did a number of different experiments on them

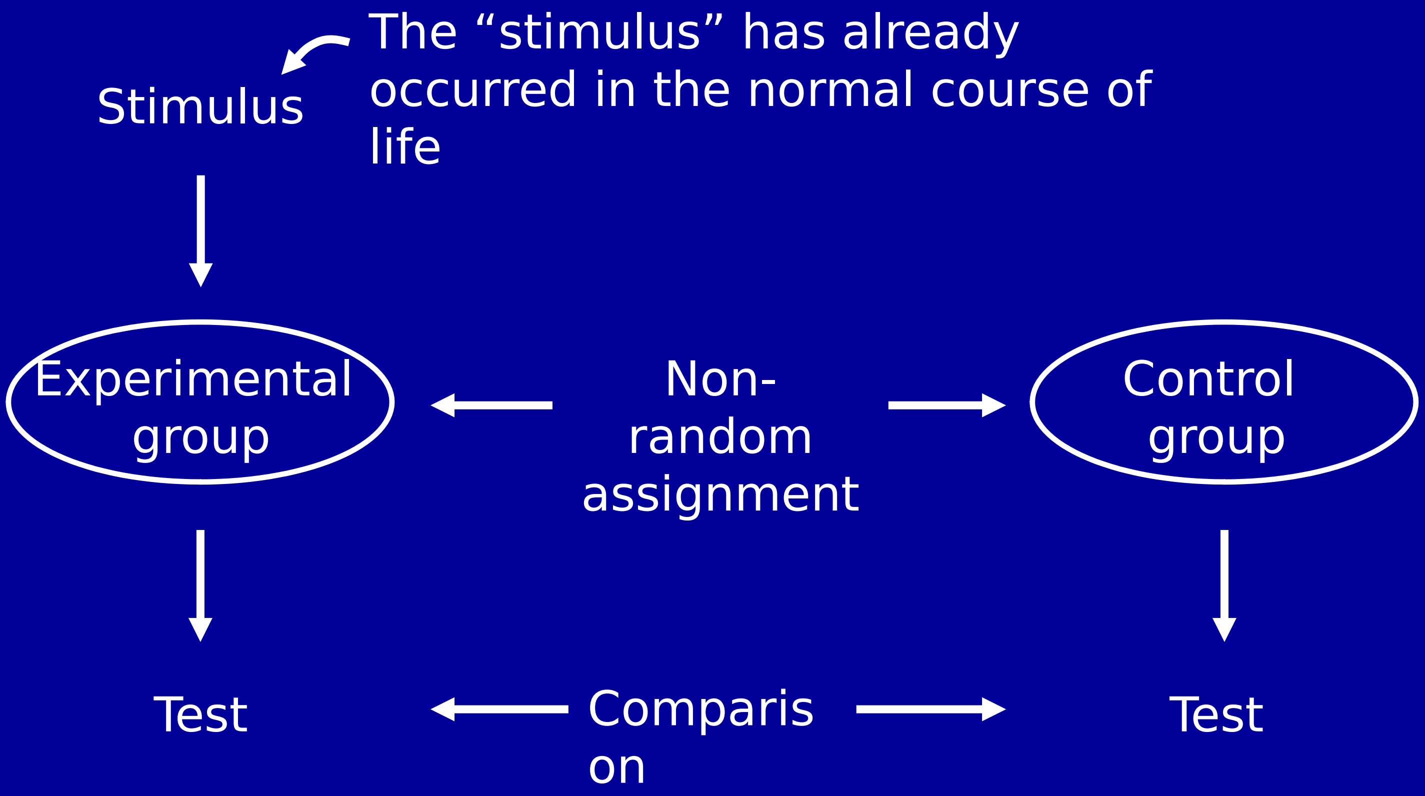
Done in the 1960s… most would not be allowed today for ethical reasons

What does this experiment suggest?

Suggests that warmth and comfort are important aspects of our early socialization

- Rather than experimenting on humans, past scientists instead used…?
  - Rhesus monkeys
  - Harry Harlow
- While true experiments on humans are not possible, natural- or quasi- experiments are

Static group comparison



The “stimulus” has already occurred in the normal course of life

Stimulus

Experimental group

Non-random assignment

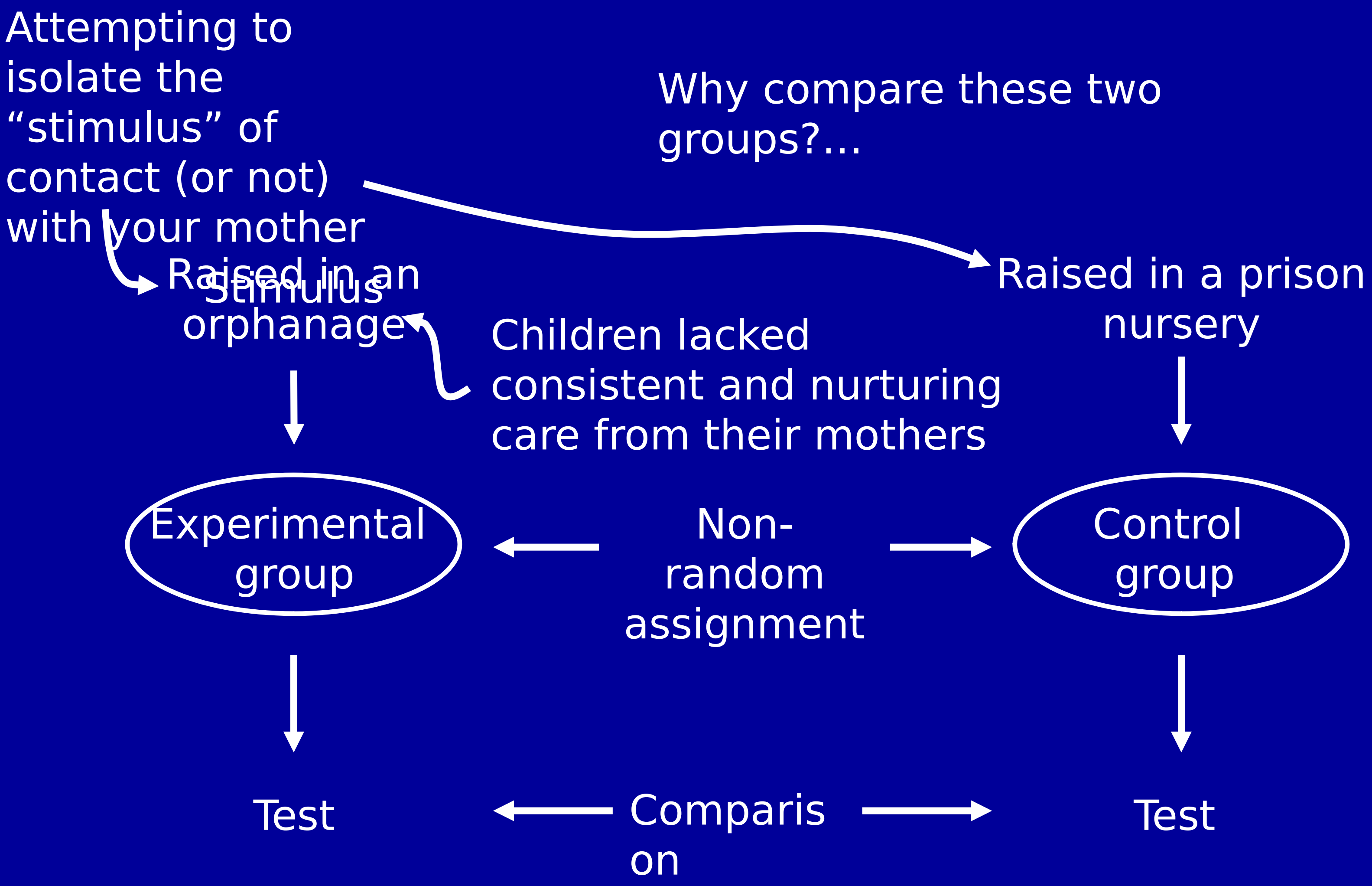
Control group

Test

Comparison

Test

- Rather than experimenting on humans, past scientists instead used…?
  - Rhesus monkeys
  - Harry Harlow
- While true experiments on humans are not possible, natural- or quasi- experiments are
  - René Spitz – compared children raised in an orphanage to those in a prison nursery (in the 1940s)



Attempting to isolate the “stimulus” of contact (or not) with your mother

Why compare these two groups?…

Raised in an orphanage

Stimulus

Raised in a prison nursery

Children lacked consistent and nurturing care from their mothers

Experimental group

Non-random assignment

Control group

Test

Comparison

Test

…both were raised in similar institutionalized settings, so the potential confounding effects of other factors (e.g., wealth, neighbourhood, schooling, etc.) were minimized

- Rather than experimenting on humans, past scientists instead used…?
  - Rhesus monkeys
  - Harry Harlow
- While true experiments on humans are not possible, natural- or quasi- experiments are
  - René Spitz – compared children raised in an orphanage to those in a prison nursery (in the 1940s)
    - More susceptible to infections
    - Impaired sexual functioning
    - Higher death rate

Health is not only an individual process, but also a social one

- Beyond experiments (and research generally), the importance of “normal” socialization is made obvious by many real-world examples

CHARLIZE THERON CHRISTINA RICCI
MONSTER
BASED ON A TRUE STORY

https://www.youtube.com/watch?v=Z55DcBBXxnU

The real-life story of Aileen Wuornos, a serial killer who murdered 7 men

Reveals the social circumstances in which Aileen Wuornos was raised and lived

What were these circumstances?

Abusive, traumatic, and horrific

Physical abuse, sexual abuse, never met her father, abandoned by her mother at 4, raised by her grandparents who were alcoholics, poverty, "*Monster* does not try to justify Wuornos' crimes. Nor does it relieve her of responsibility for them. Instead, it explains her crimes sociologically. It widens responsibility for the murders Wuornos committed to the society and the social relationships that so completely failed her as a child" and as an adult.

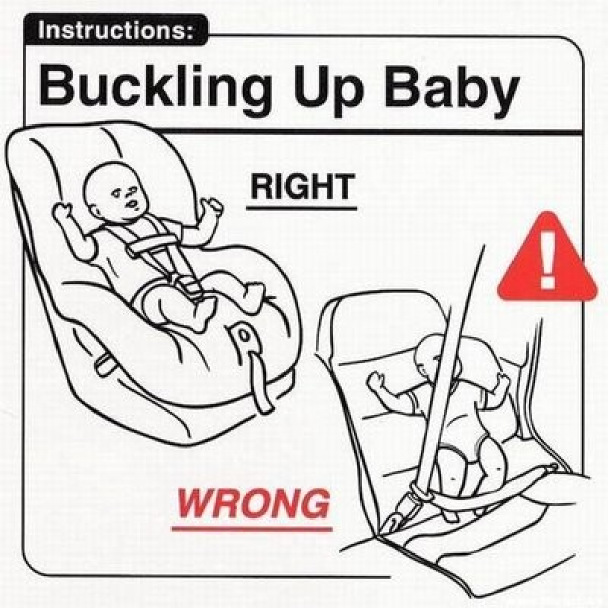
Brym et al., 3rd edition, p. 112

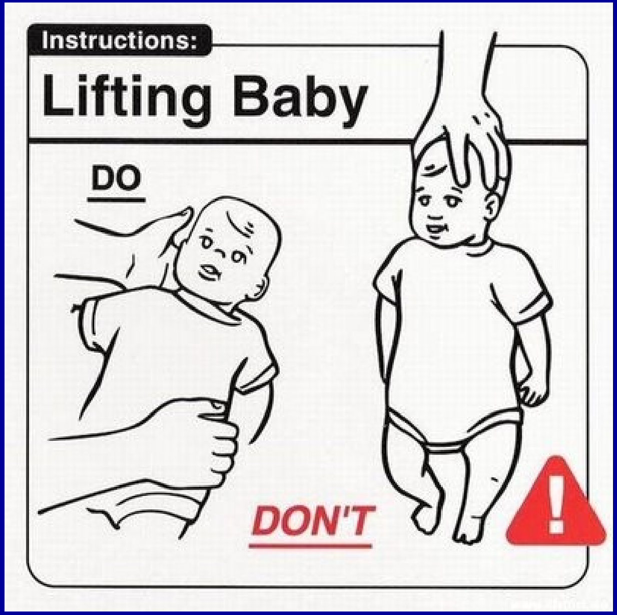
- **Resocialization**
- Resocialization – rapid change in people’s values, roles, self-conceptions
- Train someone to kill another human being?
- Please note something from the video that you find interesting

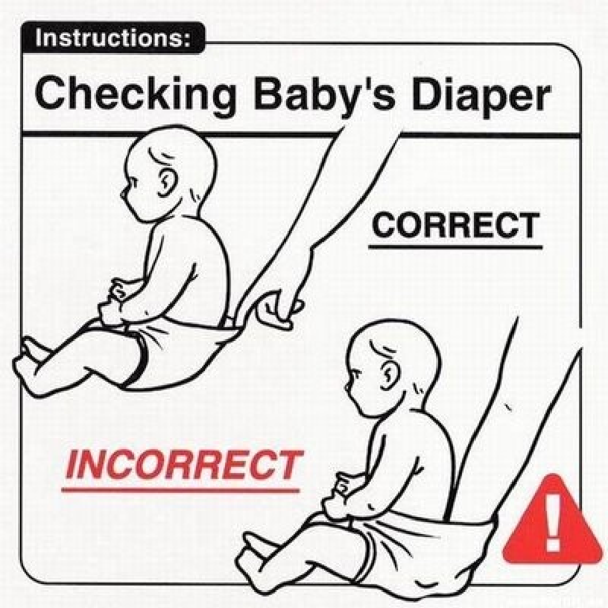
www.epoll.uleth.ca
!!!

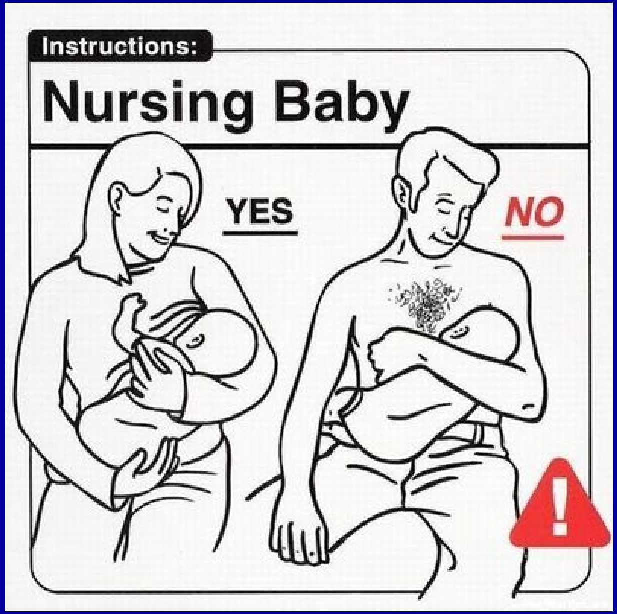
- 1) Separate from old identity;
  2) degrade, disorient, and stress; 3) reorient
- Total institutions – isolated setting and under strict control

- **Adult Socialization**
- When we think of socialization, we often think of children being socialized
  - Socialization occurs throughout our lives
  - Why is socialization throughout our lives necessary?
- [illegible] ous, invis[illegible] change as we mature


Instructions:
Buckling Up Baby
RIGHT
WRONG
!


Instructions:
Lifting Baby
DO
DON'T
!


Instructions:
Checking Baby's Diaper
CORRECT
INCORRECT
!


Instructions:
Nursing Baby
YES
NO
!

- **Adult Socialization**
- When we think of socialization, we often think of children being socialized
  - Socialization occurs throughout our lives
  - Why is socialization throughout our lives necessary?
- Discontinuous, invisible, unpredictable, change as we mature

Anticipatory socialization

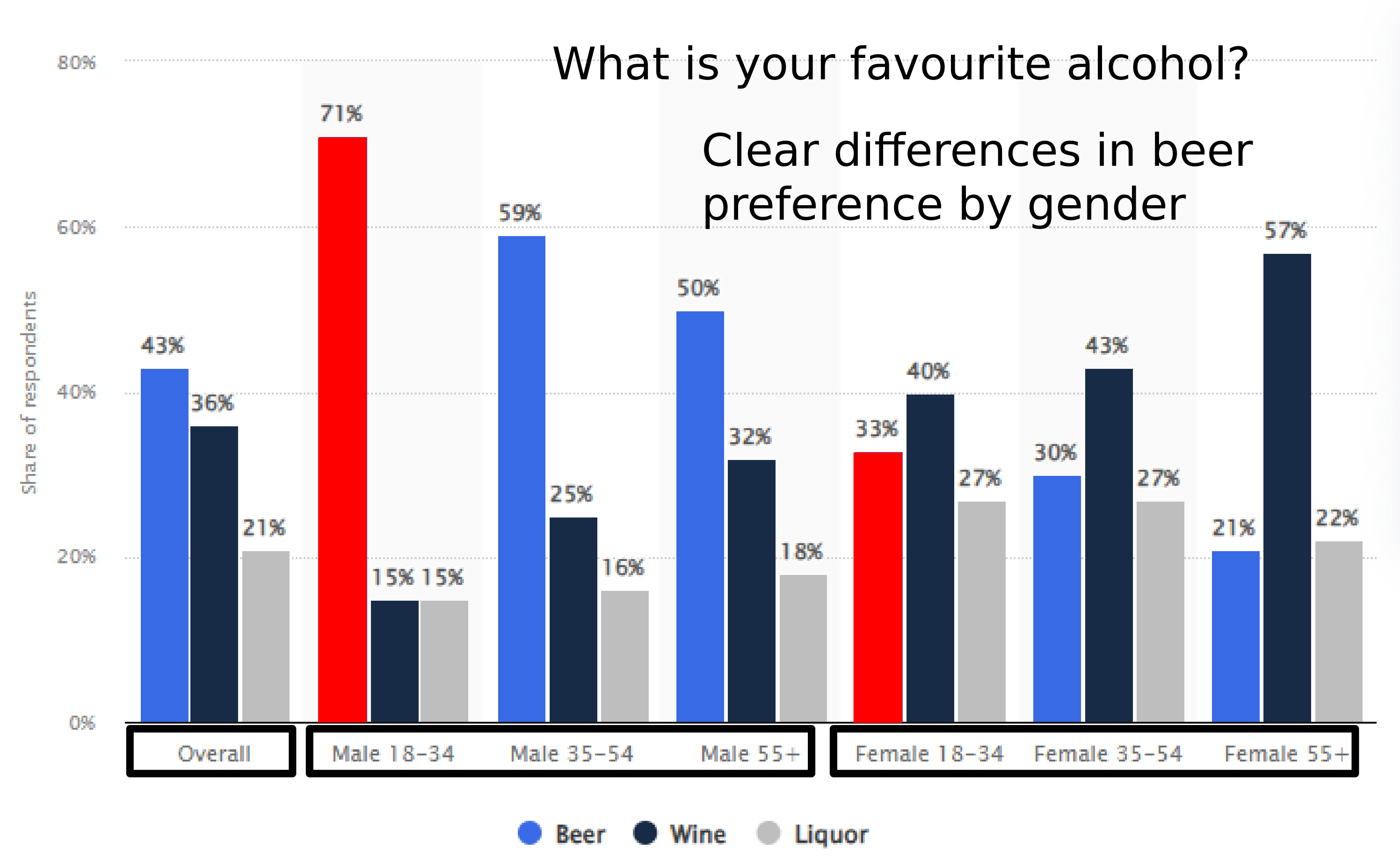
dreamstime.com

- **Adult Socialization**
- When we think of socialization, we often think of children being socialized
  - Socialization occurs throughout our lives
  - Why is socialization throughout our lives necessary?
- Discontinuous, invisible, unpredictable, change as we mature
  - E.g., alcohol consumption
    - To most children, alcohol does not taste good
    - We learn to like it (or tolerate it?) because many of us anticipate alcohol consumption as an entryway into adulthood

← Anticipatory socialization

- What about beer?

Alcohol preferences in Canada as of July 2018, by age and gender



What is your favourite alcohol?

Clear differences in beer preference by gender

Source: statista.com

- What about beer?
- Why do we see this gendered pattern?
- Young boys anticipate beer drinking as an entryway into masculinity